

Winter 2008

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St. Norbert College

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ST. NORBERT COLLEGE

M A G A Z I N E

winter 2008 | volume 40 | number 1

AT THE MARGINS

Interdisciplinary
approach opens up
volumes of possibility



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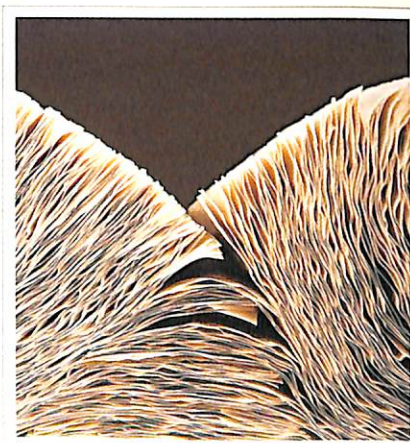
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On the cover:
We commissioned a new piece by the Rev. Jim Neilson, O.Praem., '88 (Art) to illustrate the blended perspectives offered by scholarship undertaken at the edges of established disciplines. For more on how our cover came into being, turn to page 16.





A fine sense of discipline

College President William J. Hynes

For nearly half a century, there has been a trend for undergraduate students to pursue a second major. Double majoring has become commonplace. In recent years, students have even begun to add double minors to their double majors. It is not unusual to find a graduate with majors in biology and philosophy, and minors in Spanish and leadership studies, or a graduate with majors in history and business, and minors in economics and education.

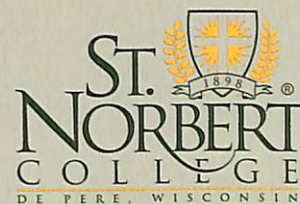
What's going on? At one level, students perceive that having concentrations of course work in different areas will make them more attractive to prospective employers. Half of graduating seniors will hold their first jobs only one year. During their careers they will change not only jobs but fields of employment five times or more.

Something deeper may be going on in students' desire for multiple majors and minors. I believe they are seeking to understand life from a variety of different disciplines. They are looking at life from a multi-disciplinary viewpoint. The person who can do this has a more comprehensive understanding of life. For example, when Robert Coles teaches medical students at Harvard University, in addition to the strong background in the sciences, which deal with the "how" of disease, he also requires that they look at disease from the standpoint of the patient who is grappling with the "why." His students must read Leo Tolstoy's "The Death of Ivan Illyich" (1886)—the diary of a dying man who wants simply to be treated with dignity and love.

Looking at a subject through the lens of different disciplines can reveal things not apparent within a single discipline. Further, a model from one discipline can supply new insights in another discipline. This truly interdisciplinary cross-fertilization can create new hybrid fields of knowledge, such as molecular biology or medical anthropology.

In previous columns over nearly eight years, I have written about how the liberal arts disciplines provide us with different frameworks by which we can interpret and understand the complexities of life. We have looked at disciplines that have particular logics such as the logic of life/bios (biology), the logic of god/theos (theology), and the logic of humans/anthropos (anthropology). We have looked at other disciplines based in love, such as philosophy (love/philos of wisdom) and philanthropy (love/philos of humans). We have also looked at the arts of theatre, music, drawing and painting.

One of the longstanding values of a liberal arts education is that it prepares us for a lifetime of learning and leading in different fields and positions. To this broad liberal learning, today's students are adding concentrated learning in particular disciplines. I hope you find in this issue, with its glimpse of some of the interdisciplinary scholarship currently undertaken at St. Norbert, a reminder of the wisdom of this approach. ○



Reflecting the mission statement of the College, St. Norbert College Magazine links the College's past and present by chronicling its academic, cultural, religious and co-curricular life.

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Printing: Independent Inc., De Pere



Hynes takes lead in climate initiative

An initiative to promote environmental sustainability on college campuses has drawn support from **President William Hynes**, who is one of the charter signatories to the American College and University Presidents Climate

Commitment.



Embracing

this initiative means Hynes acknowledges the urgency of

concerns about the climate, and commits the College to:

- completing an emissions inventory.
- setting a target date and interim milestones for the campus to become climate neutral.
- taking immediate steps to reduce greenhouse gas emissions.
- integrating sustainability into the curriculum.
- publishing progress reports.

Impetus for good environmental stewardship on campus originally stemmed from the facilities department, where efforts to conserve College, as well as global, resources have been aligned since the 1970s. In recent years, environmental concerns have become front-of-mind for the Peace and Justice Center on campus, too. A renewed sensitivity to the environment and responsible use of the earth's resources is a natural fit with the Catholic/Norbertine social teachings incorporated in the College's mission statement.

Climate Commitment signatories recognize the special role they play in accelerating research and educational efforts. As leaders of institutions of higher education, they educate those who will develop future solutions for global issues.

Patton emerges

An old pair of boots, cigar smoke and ashes, and a bite on the hand from an angry boxer were just some of the memories **George Patton Waters** shared about his famous grandfather, General George S. Patton Jr., during a presentation at St. Norbert last semester.

For a crowd of students and faculty of the College, as well as veterans and members of the community, Waters described Patton as a man totally dedicated to America, fond of profanity and cigars, who "could cuss for about 20 minutes without repeating himself."

Waters also provided a brief history of his grandfather's life, both at home and in service, as well as some personal reflections about the militant relationship he and the general shared.

The boots General Patton wore during a fatal automobile accident in Germany were on display, along with a variety of other personal effects, including photo albums and the general's wartime tank jacket, ripped and frayed.

The presentation was co-sponsored by the U.S. Army ROTC and the Peace and Justice Center of St. Norbert College.

Upward Bound program funding secured

The Upward Bound program will continue to help high school students pursue a college education with the aid of a grant from the U.S. Department of Education, recently renewed.

Although the program welcomes all races/ethnicities, it is particularly concerned with increasing the percentage of low-income, first-generation American Indian students who successfully pursue post-secondary education

courses of study.

University of Wisconsin-Madison graduate **Melissa Coonen** passed through the St. Norbert program. She says, "I knew from a young age that I wanted to go to college, but higher education was unfamiliar territory for me. Upward Bound became the means to obtaining the goal."

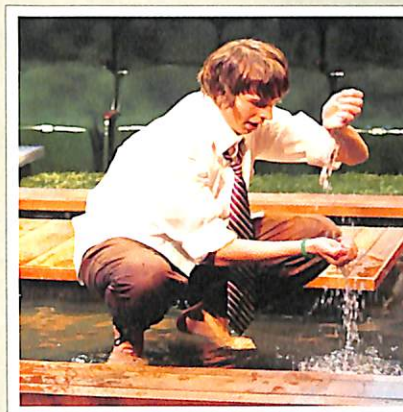
The enrichment program helps students develop a strong sense of self and a better understanding and acceptance of others. "Low-income, first-generation students in our target area lack pre-college academic preparation," says **Joycelin Berry**, director of Upward Bound at St. Norbert College.

Operatic range

Under the direction of **Yi-Lan Niu** and **Paul Halverson '10**, and accompanied by **Elaine Moss**, music students presented solo arias and opera scenes in the annual Opera Workshop performance in December.

Cassandra Baker '10, **Kelly Haddad '10**, **Bradley Vanden Branden '09**, **Elizabeth Sauter '10**, **Anna Vanderloop '09** and Halverson performed solo arias and scenes from operas that ranged from "Oronteia" and "Dido and Aeneas" to "The Bartered Bride."

Transformation scene



Reviews of the first production of the new theatre studies major agreed that the bar has been set high. Water, central to the theme, was also a focal point of the staging. "From the first look at the water-enhanced set to the final lump-in-your-throat scene ... 'Metamorphoses' is captivating," said the **Green Bay Press-Gazette**, which dubbed the show "unique, historic."

New library will house a community of meaning

Guests at the President's Club dinner learning of the latest progress on the planned Mulva Library heard persuasive arguments from **Katie Steinhardt '07**. Steinhardt spoke about the way the new facility will preserve the values and traditions of the College while supporting their relevance to the needs of a 21st-century campus.

As an English major and Spanish minor, Steinhardt said her studies had made her a writer and thinker who was fond of research and investigation, for whom poring over articles and books was part of her daily life. She had learned about the human vision and condition not only through the words and lectures of her professors, but also through the words of Shakespeare, Socrates and others.

The philosophy behind a liberal arts education at St. Norbert hinged on the Norbertine value of becoming conversant with a community of meaning, she said. For her, that community of meaning included not just her friends and family, but also the writers she had come to know.

"Books and words and reading will never go out of style. We may develop new forms of technology that will influence our way of thinking, but, simply said, the practice of marking up a book with notes and symbols is an art form to an English major. A visceral text provides value and insight, remembering that once a text, idea or story is recorded, it will never die."

A library does more than house books, shelves and computers, Steinhardt told her audience. It is a place to collect and absorb and meditate on the thoughts and lessons of the day. At any given time of day, the library is alive, with computers in use, printers running and tables packed with backpacks, cups of coffee and books.

"As a knowledge center and a connection point," she said, "a library is not an esoteric location or building in and out of which students pass throughout the day, just as a church is not just defined by its building, but by the congregation within."



Katie Steinhardt '07

Hitting the NUMB3RS

Keith Devlin, a former St. Norbert trustee and currently an advisor on the science building project, was an advisor to the "NUMB3RS" TV series during its first season and is co-author of "The Numbers Behind 'NUMB3RS': Solving Crimes with Mathematics" (2007).

Devlin, by day a professor of mathematics at Stanford University, appears regularly as National Public Radio's "the Math Guy." He was on campus recently to lead a session at an undergraduate math conference on campus:

Why did I bring math and crime to St. Norbert? Why did I spend my 90 minutes at the math conference talking about the hit television crime series "NUMB3RS"? It came down to, well, numbers.

In my class, I have around 25 students three times a week for a 10-week term. Every Friday night, for 26 weeks of the year, more than 11 million Americans tune in to watch the latest episode of "NUMB3RS."

Sure, the series is fictitious, but the mathematics shown is not, and while some of the applications of mathematics are a bit of a stretch, most are not. Several episodes have been based on real cases where mathematics was used to catch the bad guys.

That means that for one hour a week, for half the year, 11 million viewers get the message that mathematics is neat, cool stuff that has important uses in everyday life.

There is no way I could reach that kind of audience. This is why "NUMB3RS," for all that it is designed as pure entertainment, has educational importance.

Why do we insist students learn mathematics? That's a question I get asked often. There are actually several different answers, all but the last one having some validity:

Goal 1: To make students more aware of the nature and utility of mathematics, its breadth, its origins, its role in history and its applications in modern society, including its relevance to their own lives.

Goal 2: To provide students with first-hand experiences of looking at the world through mathematical eyes and to ensure that they know what is involved in doing mathematics.

Goal 3: To make students competent in doing mathematics, both "pure math" and mathematics as it is used to model and solve real-world problems.

Goal 4: To help students achieve mastery in doing mathematics.

Goal 5: To help students achieve "mathematical proficiency," a term defined by a blue-ribbon committee of the National Academy of Sciences a few years ago that encompasses goals 2 through 4 above.

Goal 6: To ensure that the students (and hence the school) perform well on a state mandated test that involves questions whose general template is known in advance.

Goal 1 is taken as the primary purpose of a mathematics course only in a few liberal arts colleges. I myself have been giving courses focused on goals 1 and 2 for many years now, and this was the hidden text behind the evening presentation I gave at the student conference this past November.

A modern, industrialized society needs a certain percentage of the population to be skilled at mathematics (maybe 10 percent, but that's just a guess). But everyone needs to have an awareness of the mathematics that influences and shapes our lives—and make no mistake about it, mathematics lies behind most aspects of our lives, both at work and at play.

Spot the real mathematician. Keith Devlin (right) with actor David Krumholtz, who plays mathematician hero Charlie Eppes in "NUMB3RS."



Riverside romance

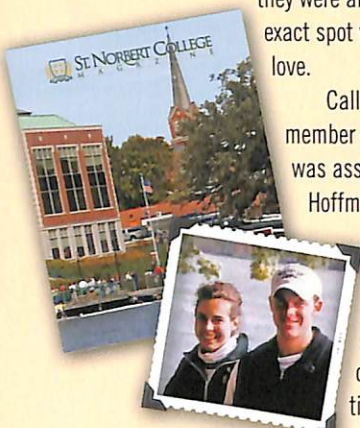
When newly-weds **Glenn Hoffman '98** and **Maureen Callahan '97** saw the cover of our fall issue, they recognized the scene at once. In fact, they were able to pinpoint the exact spot where they fell in love.

Callahan, a sophomore member of the crew club, was assigned to cox

Hoffman's boat: "I didn't want the freshman boat because they don't know what they are doing most of the time. But Coach said, 'not to worry,

there's a guy there who has rowed the Head of the Charles." Later, Callahan coxed the men's eight and Hoffman took stroke, which placed the two opposite one another in the boat.

Hoffman is now national director of IT for EnvironCorp, and Callahan writes for Chicago's Field Museum. The **Rev. Jim Neilson, O.Praem., '88** presided at their Sept. 22 wedding.



Board welcomes new tustees

New faces on the board of trustees include young alumni trustee **Kelly Coleman Pavich '98**.

Pavich is the executive director of the Serbian Bar Association of America, an international non-profit organization that promotes and supports Serbian legal professionals. She has co-founded the Braveheart Foundation, which is also a non-profit organization that financially supports families with children suffering from congenital heart defects.

Pavich lives with her husband and young son in Beecher, Ill., where she is involved with the Alumni PRIDE committee of the Chicago Community of St. Norbert College.

Joining Pavich on the board are new trustees **Norbert Hill** and the **Rev. Dane Radecki, O.Praem., '72**.

Hill, who was previously the executive director of the American Indian Graduate Centre in Albuquerque, N.M., is a member of the Oneida Nation and the vice president and dean of the College of Menominee Nation in Green Bay.

Miller lecture founder dies at 86

Norman Miller, a longtime friend of the College, has died at the age of 86.

Miller established the endowment that supports the Norman and Louis Miller Lecture in Public Understanding, a lecture series that has brought speakers of the order of Elie Wiesel and Arthur Schlesinger Jr. to campus. The annual lecture honors the memory of Miller's brother, who died in



1989. The series promotes unity, communication and tolerance among different cultures, religions, ethnicities and traditions.

Miller, a local property developer, dealt in more than bricks and mortar. An obituary notice said that "Building bridges was his passion—not bridges that span rivers, but bridges that span the differences between people. His entire life was dedicated to that often elusive end, building consensus, finding common ground."

Square-wheeled bike rides into the limelight

The world's first student-built square-wheeled bicycle has brought national attention to a project of the Math 489 Mathematics Modeling class.

The project was featured in the Chronicle of Higher Education and on math-related web sites, as well as in the local media. When the group debuted their engineering phenomenon at the 22nd annual Pi Mu Epsilon undergraduate mathematics conference in November, they received a standing ovation.

Terry Jo Leiterman (Mathematics) envisioned the project as a more tangible way of thinking about math. "I wanted to try to create a lab so students had a hands-on way to understand the spirit of mathematics."

She admits she wasn't positive the project would work. After many unsuccessful plans, her students began telling her, "We can't do that." But she could see that, despite the obstacles along the way, they were closing in on a successful solution. "There were so many opportunities for mistakes," Leiterman said. "That's how you learn."

A turning point occurred when the students realized

that the key to the project was not the shape of the wheel, but rather the shape of the track the bicycle would ride on.

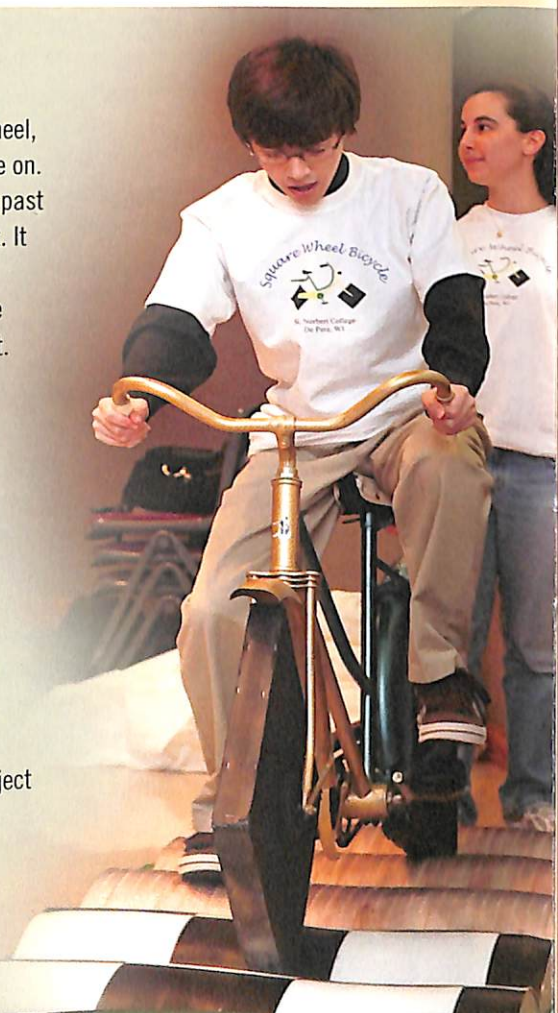
"I knew they had to get to that point ... to think past the wheel," Leiterman said. "They had to discover that. It was really an 'Aha!' moment."

Class member **Alicia Brinkman '10** added, "The best part of the project was definitely the final product. Theoretically, the bicycle rides on a road of catenary curves, and to actually see this performed with our bicycle was amazing."

The task involved pretty advanced mathematics, Leiterman admitted. "The mathematics lies in finding a solution for the road, which involves trigonometry, calculus and differential equations."

"Although the equation for our road of catenary curves is not something new, we were able to take our hyperbolic cosine equation and use it for something tangible," Brinkman added.

The group is now considering submitting the project to the "Guinness Book of World Records."





Between possibilities

The case for interdisciplinary studies

By Michael Marsden
Dean of the College and Academic Vice President

One of the core dynamic tensions that characterizes a St. Norbert College education is that between our disciplinary strengths and our interdisciplinary aspirations. We value both, and the interplay between these dual traditions opens up limitless scholarly possibilities for both faculty and students.

The modern academy's array of disciplines are a relatively recent development in historical terms. The parent of all disciplines was, and still is, considered to be philosophy; thus the classic terminal degree, regardless of disciplines, is the Doctor of Philosophy.

As specific knowledge increased, so did the need for specialization, and thus followed the birth of disciplines, some of which, such as psychology and sociology, are of very recent vintage. But it is impossible to think of the Classicists as anything but interdisciplinary in thought and word.

And, in fact, it is difficult to think of any major intellectuals of recent centuries whose works were not interdisciplinary. Consider the works of Thomas Jefferson or Charles Darwin from the 19th century, or the works of anthropologist Claude Levi-Straus or psychiatrist Robert Coles from the 20th century.

In fact, the breakthroughs that occur in virtually any field are those that take place at the margins of the disciplines, and which help to create new sub-disciplines. Consider the Los Alamos Project and the development of nuclear energy, or the life and work of

Glenn Seaborg, a physical chemist who won the Nobel Prize in physics and was the only living scientist to have a new element named after him.

Or, consider the work of Russel Nye, a cultural historian who pioneered the inclusive examination of American culture in all of its complexities. American studies as an interdisciplinary field has demonstrated the power and the light that result from the reblending of disciplinary methodologies into a new perspective on cultural artifacts and phenomena.

Or consider the works of journalist and historian David Halberstam, who visited our campus two years ago. They defy categorization because of their breadth and inclusiveness.

Think of the breakthroughs in biological sciences that have created whole new fields of study such as biogeochemistry, biogeography and chemical ecology. The major advances occur at the disciplinary margins.

The story of the dynamic tension here at St. Norbert College between the grounding of the disciplinary and the infinite possibilities of the interdisciplinary goes back almost four decades to the early 1970s. Under the leadership of President Robert Christin and Dean Robert Horn, disciplinary departments were replaced by interdisciplinary divisions, while simultaneously retaining the disciplinary homes for faculty members.

The intent was to break down any existing barriers to faculty members working across and between disciplines and divisions. A more interdisciplinary curriculum was not only considered consistent with the College's mission and heritage, but it was intended to reflect the nature of decision-making in the day-to-day world.

It was, and still is, assumed that interdisciplinary courses foster academic synthesis, while at the same time reinforcing the importance of, and centrality of, disciplines.

The ultimate purpose was to foster interdisciplinary collaboration and to learn and teach in a broader, more inclusive liberal arts environment.

While there are scholars in many fields of studies, from the humanities and social sciences to the natural sciences, who routinely work successfully at the margins of their disciplines where the disciplines themselves blend and even merge, our focus at St. Norbert College is upon the liberal education we provide to our undergraduate students.

Students are encouraged to select a major as soon as possible and they pursue a disciplinary strength throughout their degree. They are in many ways "packed" into their discipline, where they encounter the rigor of analysis and depth of focus that characterize a college education.

Our collective responsibility is then to "unpack" them before they graduate, through an interdisciplinary capstone course or project. (Some, indeed, are more fully exposed to this more blended perspective through one of our interdisciplinary minors or majors.)

We value the interdisciplinary perspective because it closely approximates the way in which the world around us approaches and solves societal problems and challenges. Disciplines are the strong knowledge base and foundation we all need. But we are able to create the superstructure because of the ways in which disciplines interact, complement each other and contribute to the final effort. In the process, disciplines actually form "super-disciplines" that drive the discovery process.

So it is appropriate that from time-to-time we focus on the College's interdisciplinary heritage and celebrate its important role in the complete education of the St. Norbert student. That complete education assumes a blending of disciplinary strength and focused perspective with interdisciplinary synthesis and inclusiveness. ○

INTERDISCIPLINARY STUDIES

MAJORS

Environmental Science requires advanced course work in the areas of biology, geology and chemistry. Students acquire a solid foundation in science and in the specifics, theory and concepts of the field; develop research skills; and develop a contemporary environmental ethic based on a scientific understanding of natural processes.

International Business and Language Area Studies lays the groundwork for a career in the field, or for graduate study. Students develop a knowledge base in international commerce, alongside foreign language skills.

International Studies provides a practical and theoretical international relations framework within which to examine the multiple international and intercultural dimensions of the

contemporary world. It prepares students to thrive as individuals, prosper as professionals and participate as citizens in the global community of the 21st century.

MINORS

American Studies examines American civilization from a variety of intellectual perspectives: historical, sociological, political, religious, philosophical and literary. Students begin to formulate answers to a key cultural question: as a people, as a nation, as an ideal and as a reality, is America truly "a more perfect union"?

Classical Studies provides students with a deep and broad immersion in the cultures of ancient Greece and Rome, with a special emphasis on acquiring competent reading skills in ancient

Greek and/or Latin, as well as a strong foundation in the history of the classical world.

Leadership Studies has as its central concerns the ethical dimensions of leadership and the global common good.

Peace and Justice takes justice as a primary category of analysis and explores its relationship to the dynamic concept of peace. Students engage in an approved and monitored field experience through a St. Norbert-sponsored service trip or a semester-long commitment to a social project or agency.

Women's and Gender Studies takes gender as a primary category of analysis. Students gain a rich understanding of gender as a social construction, one that intersects with class, race, age, ethnicity, nationality, sexual orientation and sexual identity. ○

Works in progress



**John Rafferty Jr. '92
and Colleen (Martin)
Rafferty '00**

He now works as: assistant editor of earth sciences for Encyclopedia Britannica.

Along the way:

- plans for studying engineering
- a master's degree in environmental science and policy
- a Ph.D. in geography
- employment as surveyor's assistant; real estate mapping specialist; business analyst; database administrator; assistant professor

He says: "Some of the most successful people I've met set themselves apart from the herd by bundling the skills of different fields in original ways. They are marketable in many areas, not just one."

She now works as: a science teacher at Victor J. Andrew High School in Tinley Park, Ill.

Along the way:

- a master's degree in education
- employment as contract biologist; genetic sampler of bottlenose dolphins; photographer; scuba diver and aquarist at the Shedd Aquarium in Chicago

She says: "Having the ability to travel on my own and study marine mammals was a dream come true. My past experiences have led me to a career of teaching, where each day I am able to refer to my own experiences and have my students develop their own career path."



**Margaret "Peggy"
Rafferty '93**

She now works as: a supplemental health-care contract occupational therapist in Chicago.

Along the way:

- declared majors in political science; communication; theatre; secondary education; a self-designed "study of Greek and Roman cultures and their impact on modern-day ethics, politics, architecture and theatre"
- a master's degree in occupational therapy
- employment in banking; as a rowing coach; in sales; as pediatric occupational therapist

She says: "I would have missed out on the 'best parts' of my life if I wasn't open to opportunities and willing to take risks. I moved 15 times in five years and learned so much about myself and life in each move. Sometimes you don't get what you are expecting, but it is the experience that helps to shape you."



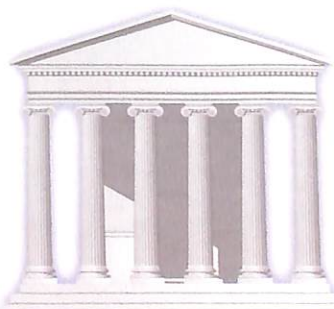
Pat Rafferty '96

He now works as: a professional videographer and the owner of Pat Rafferty Productions LLC in Green Bay.

Along the way:

- employment as TV sports anchor; reporter; news anchor; pharmaceutical sales representative

He says: "A career is about more than just financial gain. An ongoing education is available, daily, in every profession. Applying knowledge gained from varying professions can create not only versatility but creativity in the workforce."



It's an interdisciplinary world out there and those same students who change their majors several times over—and those among us who find themselves in mid-life still undecided about what they want to be when they grow up—are likely to find that their flexibility and breadth of experience serve them well.

Carol and John Rafferty are among those parents who once rolled their eyes with every change of heart on the part of each one of their offspring, and now preside with pride over an adult brood who have taken and run with the "liberal" in their liberal arts education. (In fact, Carol, a faculty member at Bellin College of Nursing, helps promote the same experience for her own students, who can now live and study at St. Norbert.)

Here's one family's story—so far.



**Daniel '95
and Lisa Rafferty**

He now works as: a consulting services manager for Computech/Logicialis in Green Bay; performer for industrial videos, promotions, and TV and radio advertisements, and at special events like weddings and parties.

Along the way:

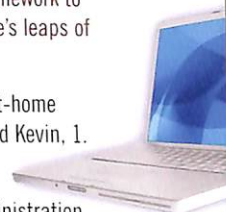
- majors declared in secondary education and music; communication
- employment in sales; information technology; media production; recruiting management

He says: "St. Norbert College has armed me with all of the tools to pick up and run with almost anything—more importantly, providing the framework to feel confident when taking life's leaps of faith."

She now works as: a stay-at-home parent with sons Jake, 10, and Kevin, 1.

Along the way:

- a degree in business administration
- post-graduate education at the University of Wisconsin-Madison, the University of Wisconsin-Oshkosh and George Washington University
- employment as sales marketing representative; energy consultant; product manager; customer solutions project leader





A St. Norbert anthropologist works
across disciplines to solve ancient
South American mysteries

Culture Quest

By Lisa Strandberg

Like the white-painted wayfinder on the TV series “M*A*S*H,” a sign on the St. Norbert campus indicates that Quito, Ecuador, lies 2,583 miles due south. For one researcher at the College though, the place feels much closer.

She is Sabine Hyland, associate professor of anthropology. Her work toward understanding little-studied indigenous peoples and manuscripts of the Spanish colonial era in South America has led her to collaborate with experts from an array of disciplines, putting all the intellectual tools in their collective kit to use.

In Hyland’s estimation, such interdisciplinary cooperation enriches and expands the discoveries that each South American scholar could make on his or her own. “If you look at all the major culture centers around the world—places where you have these indigenous cultures arising, like in Egypt, Southeast Asia, China and the Valley of Mexico—of all these areas, South America is the least understood and most mysterious,” Hyland says. “There’s so much still to learn. We’re just on the very tiny, early edge of knowledge.”

But it’s an edge on which scholars continually are gaining a foothold. And Hyland’s own research has played an important part in sharing the way.

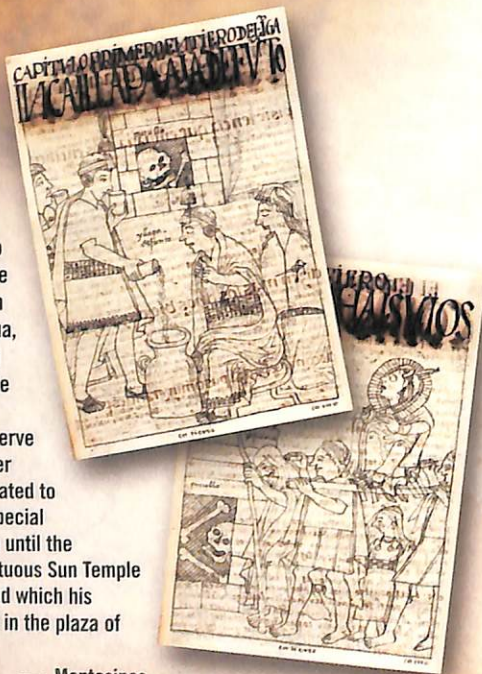
Hyland’s determination to study native cultures of South America arose at the precocious age of 16, when her family lived in Peru for a year while her father, an agricultural engineer and professor, spent a sabbatical working for the International Potato Center. “That was when I fell in love with Peru,” she says.

Upon returning home, she started down the road toward her present work. Earning a bachelor’s degree from Cornell University, a significant center of Andean studies, she was able to study Quechua, an indigenous language of the region still spoken by 11 million of its residents today, and one that would prove critical in her research.

In graduate school at Yale University, Hyland had access to what she calls “one of the finest collections of colonial Latin American manuscripts in the world.” But, she says, “at that time it

“The great King Manco Capac ... died fifty years old in the thirtieth year of his reign, much to the grief of his vassals. He was succeeded by his son and heir, Huanacau Pirua, the first of that name and the third Peruvian king. He ordered the creation of certain ointments to preserve the body of his dead father from decay, and he dedicated to [his father’s mummy] a special temple as a resting place until the construction of the sumptuous Sun Temple which this king began, and which his successors later finished in the plaza of Coricancha [in Cusco].”

— Montesinos



was entirely uncatalogued. It was in these underground passageways of the Yale campus." After taking a course in paleography, the study of ancient handwriting, Hyland spent a year surveying those manuscripts, putting to work her linguistic knowledge of both Spanish and Quechua. "I went through every single document in the collection and wrote up notes on what was there," she says.

In doing so, she uncovered a 19th-century manuscript by Brasseur de Bourbourg, a French priest. In it, he had copied two books of "Historical Memoirs of Peru," a pre-Incan chronicle authored by Fernando de Montesinos, a 17th-century Spanish colonial priest obsessed with finding El Dorado, the mythical golden city. Montesinos' chronicle had been largely ignored by Andean scholars of the era. "[Bourbourg's work] was what first gave me a clue that there was more to the story and that it was worth investigating," Hyland says.

She also encountered Montesinos in her dissertation research on Blas Valera, a controversial 16th-century Spanish Jesuit in South America on whom she eventually would write a book, "The Jesuit and the Incas" (2003). Both Valera and Montesinos documented a specific pre-Incan emperor not mentioned in other manuscripts of the time—a commonality that further sparked Hyland's interest.

A Curiosity Pursued

Thus began a 12-year journey that culminated recently with the Yale Peabody Museum's recent publication of Hyland's latest work, "The Quito Manuscript: An Inca History Preserved by Fernando de Montesinos." The book presents a first critical edition of the manuscript—one corrected to better reflect original meaning—and reveals the rather dramatic conclusion to which her research led her: that the second of the document's four books was written not by Montesinos but by an indigenous Ecuadorian.

Reaching that conclusion required interdisciplinary abilities for which her background had prepared her. "You had to understand Quechua language as well as 16th-century linguistics."

"One of the things that comes out, and this puzzled me at first so much, is that the Spanish is terrible [in Book 2]. There are all these grammatical errors, and they're not random errors. They're errors made by native Quechua speakers today," Hyland says. "In his other writings [Montesinos] has beautiful, flowing, kind of turgid and awful, but grammatically correct Spanish.

"For Spanish colonial South America, we have relatively few texts written by indigenous people ... so this expands that corpus of indigenous literature," Hyland says. And with content including the history of 93 pre-Incan kings, mummification techniques, allusions to regional practices like the creation by noble women of love charms, and strikingly accurate place names, the text offers ample opportunity for study. "I hope that this will spark a lot of interest and excitement among scholars of Ecuador," says Hyland.

Those scholars likely will include archaeologists, who might use the manuscript's detailed descriptions of ancient sites to inform their digs. "When specialists in South America get together ...

we're specialists from all over," Hyland says. "We're archaeologists, we're cultural anthropologists, we're linguistic specialists and literature specialists. It really is an interdisciplinary study, in part because it's so young a field. We have to talk to each other."

A Growing Body of Work

More recently, Hyland co-directed a multidisciplinary effort studying the Chanka, an indigenous people of Peru. Archaeologist Brian Bauer of the University of Illinois at Chicago received grants from the National Science Foundation and other organizations to do a five-year archaeological survey of the Andahuaylas Valley, the Chanka homeland. "Brian asked me to join the project in charge of the ethnohistorical portion—that is, he wanted to be out there finding all the archaeological sites, but ... to understand those sites, he needed somebody trained in colonial documents ... to put things together."

That work took her to repositories of colonial documents in Seville and Madrid, Spain, but, she says, "the most exciting was working in Andahuaylas itself. The Ministry of Agriculture was this shed filled with documents in these big stacks wrapped with twine, and we'd bring them out and go through them."

She describes a visit to the town of Uranmarca, where the natives repeatedly told her that they had no colonial documents. "One day I was sitting there, and a little procession came out," Hyland says. "It was the Indian president of the community with his two assistants, and they were bringing me all their colonial documents. They said, 'Doctorcita'—that's what they called me, 'little doctor'—'we can't read these, but you can. Will you read them and tell us what they say?'"

And she did, in an adobe hut with the desk pulled up to the window for light. It was a portion of the work that earned her and Bauer a decree from the Provincial Municipality of Andahuaylas thanking them on behalf of the Chanka nation.

After spending a sabbatical writing her half of a book on that study, Hyland has shifted her focus to other projects, with one centered on a concept called graphic pluralism. Its ultimate aim: to decipher the Incas' quipu communication system, a goal she calls "the holy grail" of many South American scholars.

About 600 quipus, or knotted strings, still exist in collections around the world, and specialists of all kinds wish to decode them. But questions must be answered in order to do so. Says Hyland, "What happens when you have an indigenous graphic (communication) system come face to face with an alphabetic system, usually from a more powerful political entity? That was what we called graphic pluralism." Her current work delves into that, as well as ethno poetics, the linguistic study of poetic structures specific to an indigenous culture.

And as for the future? It seems that, like the cultures she studies, her research will be shaped by external influences while remaining true to its core: a multifaceted passion for a region and its people. ○

Forging Community



SMALL GROUP DISCUSSION WITH PROF. EBB

A new liberal arts seminar draws on the theological concept of “communio” in its efforts to foster deep connections as it eases the transition to college life

By Mike Dauplaise '84

The college experience can be a huge culture shock for incoming freshmen. There's the school campus to absorb; new teachers to meet, new friends to make; a new place to live; and for many, new study habits to learn.

A new living/learning course introduced this year is designed to give the newest members of the St. Norbert community an early understanding of its core traditions, at the same time helping them tackle some of those first-semester challenges.

A pilot program is taking 75 members of the freshman class through the program. The College is considering offering the experience, called *Communio: A Liberal Arts Seminar*, to all incoming freshmen in the future.

The students in this year's group all live in Bergstrom Hall, giving them multiple opportunities for shared experiences. They even receive some of their formal instruction in their res hall.

“In terms of their socialization, the common living arrangement and having this course in common certainly speeds that process along,” notes Joy Pahl (Business Administration), one of the participating faculty members. “They're experiencing some of the qualities that we want to develop in a liberally educated individual, but we're seeing it much sooner than if they were not in *Communio*.”

Communio is designed to enhance the overall educational experience, with discussions flowing beyond the classroom for each of the five 15-student sections. The sections meet separately for an hour on Tuesdays and Wednesdays, with Thursdays devoted to a

one-hour, full-group session and an hour of follow-up discussion in the smaller groups. Each of the five instructors takes one of the full-group sessions, supplemented by presentations from campus services such as the Writing Center.

The first six weeks of the seminar include common readings, paper assignments and exams, while the remainder of the semester offers instructors more freedom in covering the central notion of “The Self.” The curriculum calls for spending two weeks on each of the three College traditions—liberal arts, Catholic and Norbertine. The flow begins broadly and proceeds to a more specific focus.

“The students certainly became more familiar and comfortable with each other during the course of the semester, and interacted with each other outside of the classroom as well,” observes Stuart Korshavn (Psychology). “For many first-semester students, residence hall life shapes their circle of friends. The fact that they're also their classmates in *Communio* creates a different dynamic.”

A venue for student and staff development

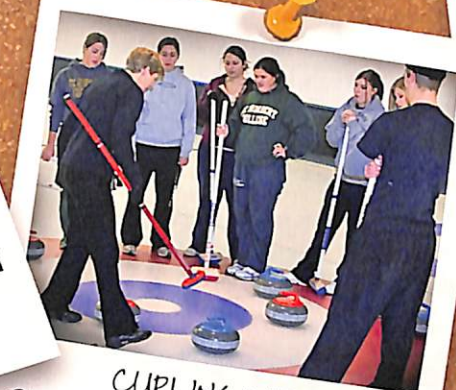
Kevin Funk '11 jumped into his college experience with both feet. Along with signing up for the *Communio* pilot group, he's also a Bergstrom ALIVE Team apprentice—a facilitator role that provides opportunities for peers to explore life, faith and purpose.

“What I notice in my group is that when someone introduces an idea, our group builds off it and everyone shares,” he says. “You get a feel for who everyone is, where you don't really get that in a regular class.”

“This has really helped me make the transition from high school,” adds Adam DeCleene '11. “Making friends is a big thing, and I think I know most everyone in this hall now.”

The *Communio* groups have a “lab” session each week with a member of the Student Life or Mission and Heritage divisions. The labs are actually discussion groups aimed at educating the whole person, rather than being strictly academic in nature. They're conducted primarily in the residence hall, with occasional ventures

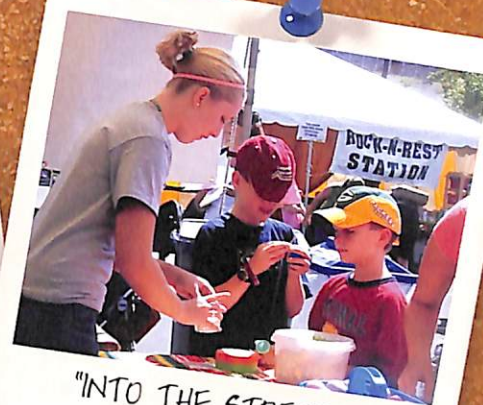
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CURLING WITH
PROF. PAHL'S SMALL GROUP



IMPROV TEAM BUILDING
AT COMEDY CITY



"INTO THE STREETS"
SERVICE PROJECT

off campus. One group, for instance, took a field trip to St. Norbert Abbey, where the students joined the community for vespers and ate dinner with the priests, while another took a trip to Appleton to watch the play "The Merchant of Venice," which they had read in class.

"Each section has its own personality," says Shelly Mumma (Leadership, Service and Involvement), one of the *Communio* lab leaders. "Some sections are quieter than others, while some have really bonded and spend time together outside of the *Communio* experience. This was also a good opportunity for me to learn some things about the College that I might not have otherwise taken the opportunity to learn."

The labs are designed to work on the application of concepts covered in the classroom, as well as to address specific transition issues related to being a college freshman.

"We do talk about what's going on in the class itself, but also about life in terms of being a first-semester student," states lab leader Corday Goddard (Residential Life). "Our plan was to build a really strong connection to St. Norbert College right out of the gates."

One of the staff development team's objectives for *Communio* was to energize the notion of community at a deeper level than merely living in the same dorm. Facilitating multiple interpersonal connections enables individuals to better understand other points of view and see the world as a place in which they can directly participate.

"We're trying to get [community] back to the theological term, which is a deep, heart-felt connection with one another," explains the Rev. Jay Foster, O.Praem., '84 (Mission and Heritage). "Not because we happen to be a group of people that live on this campus, but through these heart-felt connections, we care about one another and respond to one another."

Communio instructors also enjoyed a rebirth of sorts in terms of their own understanding of the College and its traditions. The seminar's structure created opportunities for them to interact closely with colleagues in divisions outside their own specialty.

"Personally, I'm getting a lot more out of [teaching *Communio*] than I anticipated," Pahl says. "Every time you reach out to a colleague in a different area, you're going to have to create some kind of relationship at a deeper level than you might have had before."

"If I thought I was doing a good job of weaving the College's traditions into my business classes before, I probably wasn't doing nearly enough. This has made me dig deeper in terms of my level of understanding."

Giving retention a boost

Although St. Norbert has one of the highest retention rates of any Wisconsin four-year institution, there is concern to offer the best possible support to those who may otherwise consider transferring to another school or dropping out of college altogether. The transition from high school to college is difficult for some students, and accounts for some of those who fail to graduate.

"The majority of the students who leave, leave in the first year," notes Jeff Ritter (Business Administration), director of academic advisement and first-year initiatives. "The freshman-to-sophomore retention is a critical component of overall retention."

St. Norbert scores slightly better than average in terms of returning sophomores, with a 10-year average of 84 percent of freshmen coming back for their second year.

While not a primary focus of *Communio*, supplying a shot in the arm to overall retention efforts is nevertheless a desired outcome.

Studies have shown that having a common first-year course, where the faculty member for each group also serves as the academic advisor of those students, is an effective retention practice.

"It gets the students engaged in the institution academically and engaged with the faculty member outside of class," Ritter adds. "*Communio* introduces students to the history, tradition and culture of the College. They become members of our community, and that's part of what helps them stay and enjoy their experience."



The leading edge

Versatile and valuable, the College's interdisciplinary leadership studies minor provides a nuanced look at a complex subject

By Lisa Strandberg

Athletes, executives and teachers all have to exercise it. Countless books instruct people on practicing it more effectively. It gets results when it's good, but creates confusion when it's bad.

Clearly, leadership is no simple subject.

It follows, then, that learning about it should happen in an interdisciplinary context, as it has since the early '90s at St. Norbert College. That's when a grant from the Kellogg Foundation funded the creation of the leadership studies minor—a so-called “stand-alone” program without an associated major.

With classes offered in nine academic disciplines, the six-course minor exposes students to sociological, psychological and philosophical principles of leadership on both small and grand scales. Studying across departmental divides, these students, many of whom enter the program with some leadership experience under their belts, synthesize a nuanced understanding of leadership readily applicable to a wide range of career options.

David Wegge (Political Science), who coordinates the leadership studies minor, says, “The world is a complex place, and I think it's a strength of our graduates that we have a lot of

interdisciplinary opportunities for them. If you get too narrowly focused, it's difficult to understand the world around you.

“That may even be more significant for a leadership position. Leaders have to try to operate in this complex world and try to move an organization in a complex world.”

To prepare students for such positions in the workplace and, indeed, the world, leadership studies involves many interconnections that make the program a coherent whole. Here, a guide to the minor.

Leadership 200

In this introduction to the basic theory and practice of leadership, students of Joe Tullbane (International Education) get their first look at the intricacies of leadership. Rachel Gonnering '06, an assistant director of admissions at the College who majored in communication, media and theatre and minored in leadership studies, says, “I've always had a lot of leadership roles in my life and was very curious when I heard there was a minor related to (leadership) ... I didn't really even know there was that much more to learn until I started the classes.”

That's exactly Tullbane's aim: to acquaint students with all there is to unearth. “I try to accomplish two divergent tasks: to lay out seven ‘umbrella’ theories of leadership and show real examples of how they are used in life—business, the church, social and nonprofit organizations, educational institutions and sports—and to introduce some of the key underpinnings for courses in leadership studies that the students will take in the future,” he says. As a pioneering spirit behind the pacesetting internationalization of the College, and with a 23-year, world-spanning military career behind him, Tullbane is well qualified to do just that. As associate dean for international education and director of the Center for International Education, he can draw on his expertise in Russian, Eurasian and Eastern European politics and economics, as well as his experiences in the private and public sectors.

Billy Falk '08, a communication and media studies major and the College's student government president, says of the introductory course, “I fell in love with learning about the theories of leadership, and it just went from there.”

Additional Courses

After completing the introductory course, students take one class in each of four areas of study:

{Ethics} “As an institution, we felt very strongly that there had to be an ethical component to leadership studies,” Wegge says. To provide it, the minor draws on courses in philosophy and religious studies.

Gonnering took Philosophy 320, a study of business ethics, to satisfy the requirement. In the class, she recalls “having a huge discussion about whether Hitler was a leader.” She says that attempting to view controversial themes from an unbiased perspective proved the most interesting part of her study of leadership.

{Interpersonal/Small Group} A leader's face-to-face interaction with, and influence on, those led plays a critical role in the effectiveness of both parties. Thus, the study of small group interactions through the lens of psychology and communications serves as one component of the minor.

Stuart Korshavn (Psychology) teaches a course in group dynamics as part of the leadership studies program. In it, he focuses on the stages of group formation and development, the exercise of influence in groups, group decision-making, and conflict within and between groups.

"The relationship between leaders and followers, which is reciprocal—leaders influence followers and followers influence leaders—is of great interest to me as a social psychologist," says Korshavn, also an instructor of courses on general, social and organizational psychology. His current research delves into strategies to efficiently and accurately measure student learning in psychology courses.

Three communication and media studies courses also appear in this area of the minor. Courses from the discipline can satisfy requirements for two of the minor's other areas of study, which explains why a majority of leadership studies minors are also communication and media studies majors.

{Institutional/Societal} A firm grasp of leadership calls for study of relationships on a large scale—those between, say, a national leader and her country or a CEO and his corporation. Here, organizational themes in the fields of business administration, communications and political science enter the leadership studies picture.

For example, Wegge, whose present research focuses on the globalization of health care, uses as the basis of his course on executive leadership his dissertation on how the president of the United States can utilize public opinion to move forward his or her agenda. "I've tried to expand my knowledge of the presidency down to governors, mayors, county executives and the like," he says. "I approach it from a perspective of what's required in terms of public leadership and executives at all levels."

A point of note: The executive leadership course is cross-listed in both political science and leadership studies, a practice that helps inform students in various majors of the opportunity to pursue this minor.

{Leadership in Context} Within a particular setting, leadership can take on its own character. Thus, the minor incorporates the study of leadership as it relates to gender, culture or society at a given point in time, with courses in military science or sociology, or specific to the field of leadership studies.

Emerging leaders

Between 1994 and 1999, the leadership studies minor averaged nine students per year. In the seven years since, that number has tripled.

Among all 33 disciplines that offer a minor, including those attached to departments with majors, leadership studies ranks 14th. The percentage of students by major is as follows:

Major	%
Communication and Media	59
Business	27
International Business	5
Religious Studies	5
Sociology	5

classmates spent time "debating how things should go and what we wanted to focus on," he says. "We were all taking leadership roles without necessarily noticing it."

Leadership 400

To complete the minor, all students must pass through one final course, which King calls "definitely the hardest class I had in college." Shelly Mumma (Leadership, Service and Involvement), whom Wegge refers to as "the leadership guru" on campus, instructs this capstone course, drawing on her own research into the effect of an individual's developmental level on his or her ability to lead.

Mumma is the director of the leadership, service and involvement (LSI) department within the student life division. She says, "One advantage I have is, I am able to inject some of the co-curricular programming we do into the class." That means providing information on the leadership certificate program and other opportunities afforded by LSI.

As part of the capstone course, students attend lectures, react to reading assignments in blog posts, track their own developmental level as leaders and plan a leadership-related group service project, all while assembling the minor's pièce de résistance: the portfolio.

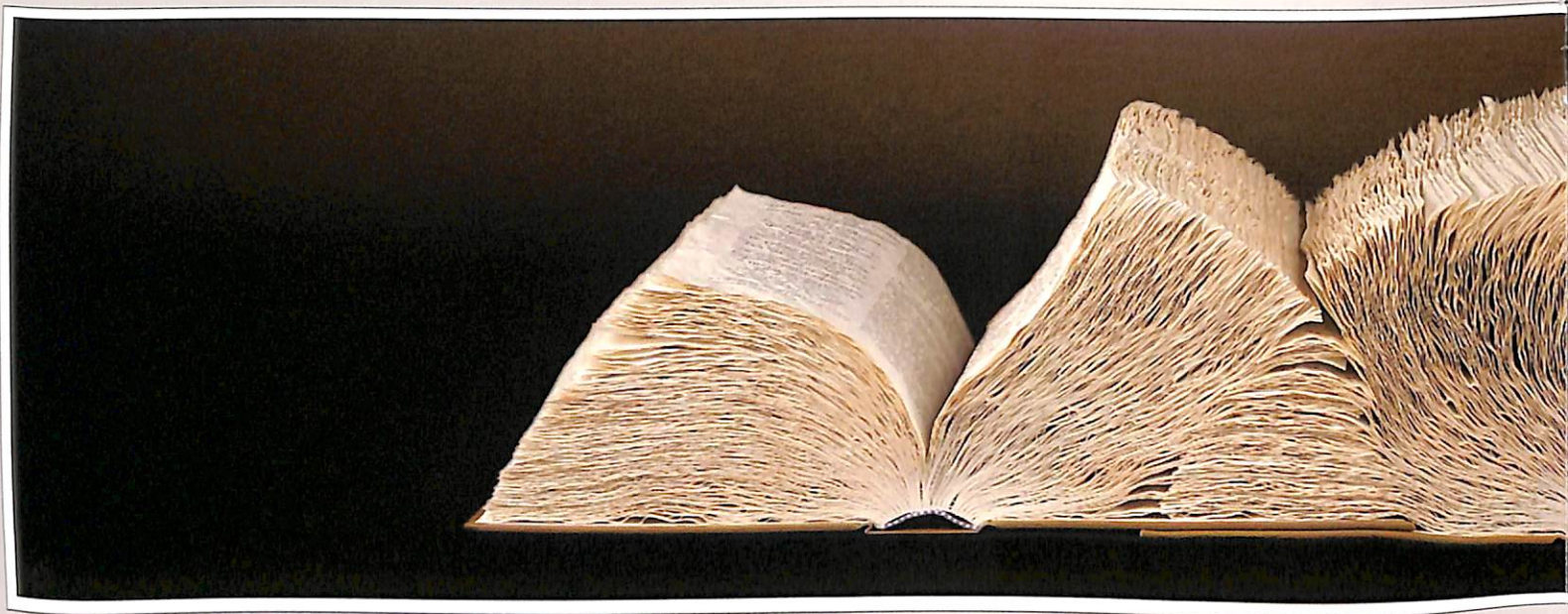
"They literally go back to their freshman year and pull together everything they've learned," Mumma says of the portfolio, which requires intense reflection to complete. That portfolio went with King on the interview that landed him his current position. "There's not a single job interview you could ever have for which it wouldn't be a positive that you'd be comfortable in a leadership role," he says. ○

In this realm, Thomas Faase (Sociology) conducts a course called Leadership and Society—or, rather, he coaxes students to conduct it themselves. In the first session, he distributes blank pages and, he says, "the students have to immerse themselves in a problem and together have to emerge with a syllabus." It is such immersion that, Faase believes, forms the essence of leadership—"giving rise to direction, not from knowing it ahead of time, but finding the way together."

Faase's research interests center on the role values play in sustaining and shaping society, and he teaches courses in human development, society, sex and marriage, work in America, and contemporary sociological theory.

Travis King '06 took Faase's course toward both the leadership studies minor and a sociology major and now leads youth programming at a neighborhood center in Madison as part of AmeriCorps. He and his

The *(inter)*disciplined



Varied and unforeseen perspectives blossom where scholarship and discipline

Interesting things happen when you marry a series of legal records together. *Koff v. State of Wisconsin* mingles quietly with *Weber v. Weber*, while *Klingiesen v. Department of Natural Resources* interleaves itself with the *Matter of the Estate of DeThorne*.

The recent work of the Rev. Jim Neilson, O.Praem., '88 has made use of old books as both inspiration and medium and, since he only uses volumes that would otherwise be discarded, the stack of 1991 court reports on his studio floor lent themselves perfectly to the piece we commissioned for the cover of this issue on interdisciplinary studies.

A telling magazine cover requires an idea and the theme for this particular edition promised a fertile creative field. We wanted to show what happens when ideas and scholarly practices from two distinct fields come together: how the sum is greater than the parts, how exciting possibilities open up for any scholar who works outside rigidly defined disciplines, how innovation takes place at the edges of things, how the uncharted seas between the known lands are ripe for voyages of discovery.

Scholarship winters in books, where knowledge is docked between covers, its subdivisions narrowed under title pages and tables of contents. But what we were looking for was an image that showed a true melding of thought. Now who, we asked ourselves, do we know who takes books apart and remakes them in whole new ways ... ?

So to our on-campus book deconstructionist and art professor. Father Jim was on sabbatical, but still in town and eager to hear more. We met over lunch and started what was to become an ongoing conversation about exactly what was meant by engaging in interdisciplinary study.

Karlyn Crowley (English) had told us that to engage in interdisciplinary work was to create "new" knowledge rather than to compare and contrast various disciplinary scholarship. "To my mind, interdisciplinary work is the hardest intellectual work," she said. "It requires providing evidence to satisfy different disciplinary audiences, rather than one. I know the evidence my colleagues in literature need when I'm arguing a point—the same is not true when debating a point for my religious studies colleagues.

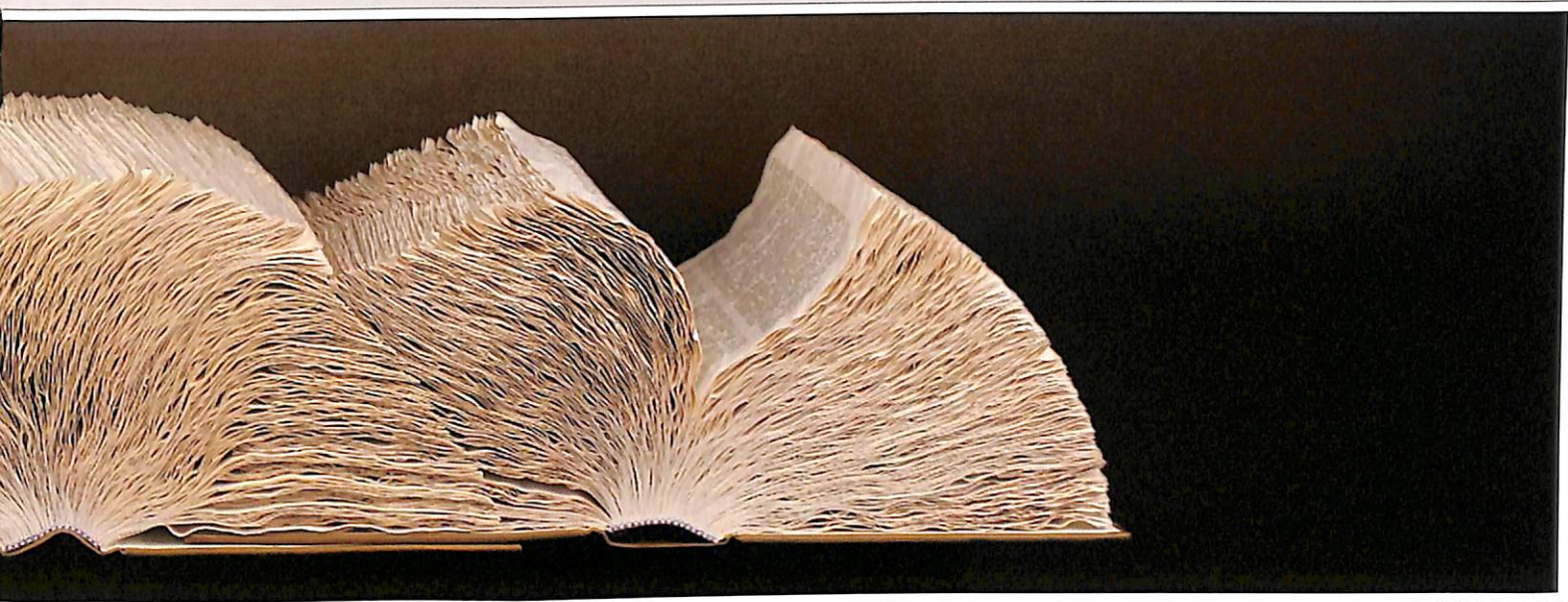
"It is not an accident that the modern university is more often made up of silos of knowledge. In one's field, what is a lifetime of scholarship? One is lucky to mine one field deeply and the stakes for publication are such that one must carve out territory and claim it, sometimes even knocking down the arguments of one's peers.

"Interdisciplinary work takes more research time and, if it's good, it creates new knowledge that does not always have a reception context. To what field does this belong? Books sell, if they sell at all, because they are targeted to an audience. What if a book speaks to multiple audiences in a new way?"

Meanwhile, Father Jim was at work in his studio at the abbey on

approach

By Susan Allen, Publications Editor



Discussion can be pursued across traditionally defined fields of study

this and other projects. He showed us how he was stacking books without their covers, sawing through the pillars of pages almost as if they were planks milled from the trees from which they originated.

We were a tad alarmed. These pieces were, roughly speaking, 6 x 8 x 144 inches, and this magazine, closed, measures 8½ x 11 inches. It wasn't the scale so much as the proportions—an elephant can work well on a cover, a giraffe is more problematic.

We turn instead to the stacked books of reference in process of manipulation. It is fascinating to watch him work. Page by page his hands advance through each volume, each leaf individually folded or rolled, crumpled or wrung to its new texture.

Father Jim is the most generous of artists. At first we are tentative with "the art," but this was not a gallery. His works are to be touched, pushed about, reconfigured.

The volumes of Wisconsin court reports he has already altered are printed on coarser paper. Under the artist's hands the tight stack of pages has been transformed, leaf by bound leaf, into a lovely ruffly pile, the altered leaves softened, their thick cream edges crinkled.

Manipulated, their quires fan into Elizabethan goffering or rest in layers like strata laid down in geological time. The process itself has drawn us in and our own experiences and learning are the lens through which we interpret this piece. The pages are now unevenly layered. Other natural imagery crowds to mind: seen sideways on, the margins are frilled like chrysanthemum petals or the underside of a



mushroom cap; or lie soft as a shaggy pelt, or thinly plated like the brittle leaves of fan coral.

Father Jim gathers pages and pushes them against one another. He folds back the covers and hangs the pages in a series of cascading falls. No matter what, a certain page persists in falling open. An enigmatic glimpse of text, a new angle revealing a richer play of light and shade, an emerging sense of new possibilities—work has begun on the Winter '08 cover. ○

Boundaries are there to be leapt

It was a privilege to host Frank Furedi, the sociologist, on campus recently. The community felt even more privileged, though, when Furedi's reflections on his experience at St. Norbert appeared in the Times Higher Education Supplement. The THES is the key publication for academics and professional staff at colleges and universities in the United Kingdom.



Furedi was one of the distinguished speakers in this year's Killeen Chair Lecture Series. The 2007-08 series takes as its theme, "Living Responsibly in a Culture of Fear." Furedi, a professor at the University of Kent in southeast England, spoke on "Fear Rules: What is Distinctive About 21st Century Fear?"

His THES column, published in the Oct. 19, 2007, issue, was introduced with these words: "A visit to a U.S. college filled Frank Furedi with the hope that U.K. academics too can cross the disciplinary divides that hold them back."

Reprinted with kind permission of Professor Furedi

Although it has been more than two weeks since I returned from my visit to St. Norbert College in Wisconsin, I continue to reflect on my experience there.

St. Norbert is small liberal arts college just a few miles down the road from Green Bay. What struck me most about this institution was the seriousness with which colleagues regarded their role as scholars and teachers.

Although St. Norbert is a teaching institution, and staff are expected to devote most of their time to teaching, everyone I encountered was buzzing with ideas. People took their roles as teacher-scholars seriously and successfully constructed a lively academic environment.

In contrast to my visit to U.K. institutions, where talking shop tends to focus on departmental gossip and administrative issues, colleagues at St. Norbert appeared to be principally interested in discussing ideas.

I have become so used to living in a world divided by sharp disciplinary boundaries that I had almost forgotten the pleasure of sitting down and having a conversation with a sociologist, a philosopher and a theologian about problems that preoccupy us all. Such conversations are very different to the discipline-based discussions that often confine the imagination to the demands of professional specialisms. After a few days at this college even the most one-sided social scientist would realise the importance of the humanities for university life.

What I remember most is encountering academics who were involved in a genuine conversation about what constitutes the purpose of the university. Some were concerned about becoming engulfed by the growing tide of what they called the Disneyfication of higher education. Others were searching for ways of successfully transmitting academic values to their students, many of whom had signed up for vocational-oriented degrees.

What became evident was that the issue was not academic versus vocational education but how you give meaning to both.

"Should we attempt to launch an introductory course for all the first-year students" was one of the questions debated. Other professors were interested in discussing the question of institutional values. Was it possible or desirable to promote liberal values traditionally associated with the humanities?

I was also puzzled and delighted to note that my teaching colleagues did not regard administrators as their enemies. The silent war between the two sides that permeates many U.K. campuses was noticeably absent. One possible reason for this unusual state of affairs was that academics take the view that their institution takes their opinion seriously about issues that affect their community.

Of course St. Norbert College has its share of problems, but despite all the pressures it faces it still manages to conduct a conversation relevant to all its staff and students. Maybe it is easier to acquire the habits integral to an academic community on a relatively small campus.

When I reflect on my experience in a small Midwestern liberal arts college I feel inspired and optimistic. There is no reason why British academics need to perform to the prevailing technocratic script. We can begin by taking initiatives that allow us to have a common conversation. We can engage in more boundary crossing. Why not get all of our first-year students to read the same book? Better still, why don't we get all the academic staff to discuss it too? ○

New worlds to master

Flexible post-graduate program will build on liberal studies tradition

By Wolfgang Grassl
Associate Professor of Business Administration

In a world of flux and enhanced risk, those will succeed who know history and psychology, who can tell folly from wisdom, and who can find a saving rock in the torrent.

To do so, they must know the currents and they must think fast, guided by instinct and good judgment. But first and foremost, they must see the rock—that which is invariant in all the twists of life.

Even the best college education today hardly imparts this ability. For such learning may be necessary, too, a level of maturity and judgment that only experience can produce.

For any, though, who are up for an intellectual adventure that may seriously change their lives, a new graduate program about to be introduced at St. Norbert may be just right.

The Master of Arts in Liberal Studies (M.L.S.) will be offered from the fall of 2008. By being broad rather than narrowly specialized, by addressing big and timeless questions rather than fleeting minutiae, by helping participants develop their values, and yet by making no compromises on academic rigor, it is a perfect fit with the mission of our College.

“Liberal” studies are, according to Aristotle, those that pursue knowledge for its own sake, without a specific purpose. With this idea in mind, the M.L.S. program has only two prerequisites: a bachelor’s degree or higher in any subject area, and

intellectual curiosity. Its students will have the chance to read and discuss some of the grandest ideas mankind has ever developed in any area of human endeavor.

The program will be taken part-time on campus over a three-year period or longer, depending on the time commitment participants can make. Students can complete it while maintaining their careers. Eleven courses and a thesis, amounting altogether to 32 credits, are required for graduation.

At the beginning, two courses will give an introduction to liberal studies and to intellectual history. Participants will then take one course from three broad topic areas: ideas and issues in the humanities; ideas and issues in the natural sciences and mathematics; and ideas and issues in the social sciences.

After this “core,” four courses will be chosen out of five areas of emphasis: classical perspectives, American perspectives, international perspectives, diverse perspectives, and ethics and liberal studies.

Lastly, students will participate in a capstone course and submit a research thesis in an area of their interest in order to qualify for the master’s degree. All courses will be customized for the program and taught by qualified faculty from St. Norbert, its related communities or other institutions.

At the moment, only one other M.L.S. program (with a very different program structure) is offered in the state of Wisconsin. But what will truly set the St. Norbert program apart from similar

programs across the country is the breadth of its content.

In the ideas and issues sequence, courses about fascinating and highly relevant topics from the three broad academic areas will be offered, at a level which is both challenging and yet has no particular prerequisites.

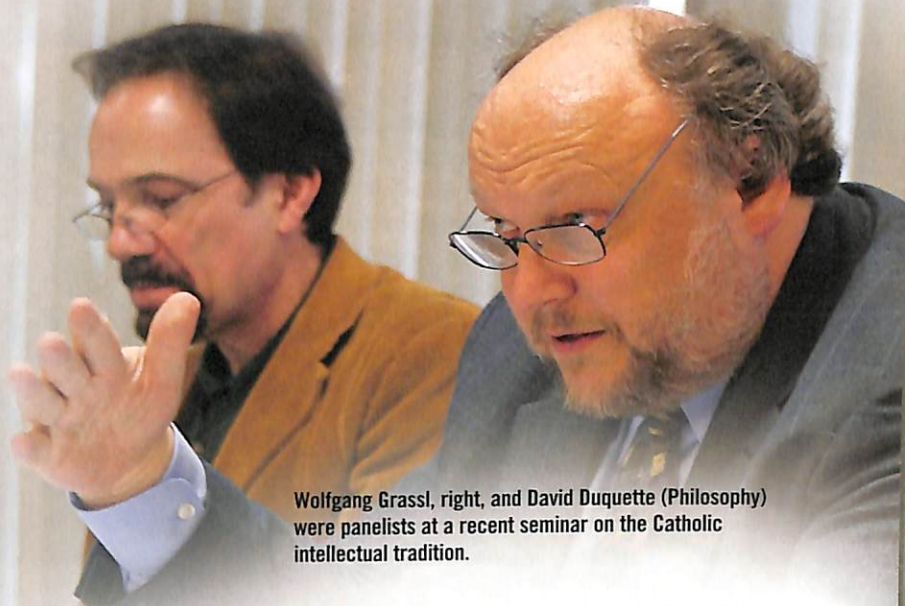
In the natural sciences and mathematics, it might be a course on probability, on natural evolution, meteorology, or the development of our conception of the universe.

Humanities and arts courses might concentrate on the theory of drama, on musical or artistic style, on the history of warfare, or on the theory of knowledge.

Courses in the field of the social sciences might deal with the age-old controversy over nature vs. nurture, with the role of business in society, or with classical and modern thinking about the best form of government.

Some courses may combine several topics of relevance in this field and be co-taught by experts on these topics. Offerings in the areas of emphasis will be of a more specialized nature—maybe a course on Soviet Literature, St. Augustine and Early Christian Thought, African Art, Classical Opera, Minorities in American Society, Catholic Mysticism, or Ethical Decision-Making.

The capstone seminar should integrate what students have learned and also prepare them for their research work. Through the choice of a dissertation topic, participants will have the opportunity to delve deeper



Wolfgang Grassl, right, and David Duquette (Philosophy) were panelists at a recent seminar on the Catholic intellectual tradition.

into an area of their particular interest with the help of an academic supervisor.

The philosophy is that this M.L.S. at St. Norbert will offer interested thinkers a challenging confrontation with some of the best that has ever been thought and done (and by implication, also with some of the worst).

But it goes much beyond: it seeks to invite its students to become part of the Great Conversation about man, world and God that has been going on since antiquity, and to carry it forth and take it out of the classroom into their families, jobs and communities.

The M.L.S. program will have succeeded if it has transformed participants' lives, made them passionate about learning and engagement in the world, and given them a sounder basis for judgment, together with intellectual and personal fulfillment.

With this program, as with all good academic programs, the ride is at least as important as the destination. It will attract those who are more interested in the big picture than in its isolated parts, and who draw satisfaction from understanding the "why" instead of only the "that."

In many cases, graduates will find the M.L.S. of direct benefit in their chosen careers, through formal recognition or simply through the greater facility they acquire in argument and understanding, not to mention the greater knowledge they will acquire. But liberal learning does not place this goal at its center, seeing it as an outcome, rather than an objective, of study.

Most of us are busy with our daily routines, and for most of us our professional lives are rather specialized. Success, we rightly assume, comes from doing a few things very well.

But this very natural attitude ignores another indicator of personal success. Whether in the sphere of work or of the family, the world needs people with the ability to connect the dots that shape the big picture, to adapt to ever more rapidly changing environments, and to see meaning in the madness. They will be the intellectual leaders of tomorrow.

For more information on the M.L.S. program, e-mail mls@snc.edu. ○

A novel approach to action

By Meredith Meier '07

Literature of Service is a new course that addresses the importance of service in American culture through the dual lens of literary texts and community-based learning.

The interdisciplinary course, designed by Deirdre Egan (English), provides a unique alternative for students looking to make a difference outside the classroom and in the community.

Students taking the course choose a service organization with which to volunteer. They visit their organizations two or three times a week for five weeks. Location sites include the Literacy Council of Green Bay, Paul's Pantry and the Coalition on Temporary Shelter, a project founded by Karina O'Malley (Sociology, Emerita).

Meghan Engsberg '09, who took the class last year, says, "Literature of Service provides multiple perspectives for learning, mainly through discussion, literature and direct service.

"Literature of Service examines the many facets of service, including terminology and stereotypes. There are often power issues or dichotomies of those serving and those being served. The class also goes beyond discussion, when each student engages in service. Service allows the students to volunteer their time in a manner they deem helpful, but they also become part of the issues discussed in class."

Students are further challenged by the variety of writing projects they are expected to complete during the course of the semester. Not only is the traditional essay expected, but they keep a reflection journal of their experiences.

Another writing assignment provides students with an opportunity to share their writing skills with the community: they prepare a real-world grant proposal designed to help the non-profits with which they are working.

Jeremy Miner and Kelly Ball-Stahl (College Advancement) are called on to provide expert advice that helps the students research and prepare compelling proposals. These are submissions that they hope will ultimately result in new revenues for their chosen charities. Miner is the author of "A Guide to Proposal Planning and Writing" (1999) and other key texts in the field.

Literary works on the reading list include Charlotte Perkins Gilman's "The Yellow Wallpaper," Robert Coles' "The Call of Service" and Robert K. Greenleaf's "The Servant as Leader." These texts provide the theoretical groundwork to help students understand the dynamics of service and leadership. ○

Deirdre Egan



Treasures of Italy

An alumni trip to Italy next January will focus on the artistic and religious treasures of Rome, Florence and Assisi. The group will travel with its own "scholar on tour," the **Rev. Jim Neilson, O.Praem., '88** (Art). Neilson will provide information about the rich art and culture of the country.

Jake Czarnik-Neimeier '77 says, "What a perfect opportunity to build relationships with fellow alums while having an unforgettable tour!"

For more information about the trip, planned for Jan. 6-15, 2009, visit www.snc.edu/alumni/travel.

Parent PRIDE

Mary Gerndt lives in Green Bay but still she does not see her daughter **Liz '08** at home very often:

"In fact, she doesn't even come home to do laundry! She looks forward to each semester of school and even travelled to Italy to study abroad for the second semester of her junior year. 2,100 students and 15 minutes away is not a valid reason to overlook SNC as a college choice."

Parents are some of the best ambassadors St. Norbert has and new Parents Council initiatives are tapping into their enthusiasm.

"This generation of parents, they want to be involved," says **Chris Betcher** (Alumni and Parent Relations). "They've been so used to volunteering since their children were in pre-



Al Adamski and his daughter Beth '08 share a dance at last year's Junior Knights and Days event.

school. We want to encourage that.

"The parents are really super-excited. They want to be doing something. We have parents who love to recruit. Parents want to talk to other parents!"

"They have a sense of what St. Norbert is about from their own perspective, as well as from their student's perspective."

At a recent Parent PRIDE breakfast, 19 new members signed up for the Parents Council.

They see the PRIDE initiative, now being introduced to parents as well as alumni, as a focus for their efforts. (PRIDE—Promote, Recruit, Involve, Donate, Employ—offers members of the St. Norbert community five ways to support the College.)

"When we start to get parents who want to help out from Marquette, Mich., from

Minneapolis, I really don't want to limit the number," says Betcher. "I really stress to them that the level of involvement is what you want it to be. You won't necessarily have to be doing a ton of stuff. It could be as simple as referring a prospective student."

"I'm looking forward to it becoming a big thing on campus. It's been a really positive experience. I love working with parents!"

Mothers and fathers have participated in admission receptions, called parents of newly admitted students, and helped out at events like Family Weekend and Freshman Orientation. Parents are more likely to ask other parents tough questions than they are to ask an employee of the College, says Betcher.

Betcher invites interested parents to call her at (800) 236-3022 or fill out the Parent Council Interest Form at www.snc.edu/parents.

Mark Your Calendars

- **Feb. 29-Mar. 2** Alumni Vocation Retreat
- **April 5** "Body Worlds" exhibit at the Milwaukee Public Museum
- **April 10** Wine/cheese tasting, De Pere
- **April 23** Cap and Gown
- **May 16-17** Alumni College
- **May 25** Baseball in D.C.: Brewers vs. Nationals

connect. grow. reflect.

For more information about events on this page, go to www.snc.edu/alumni or contact the Office of Alumni and Parent Relations at (800) 236-3022.

Births/Adoptions

1990 Jennifer (Leick) and Tom Gray, Lansing, Ill., a daughter, Natalie Eleanor, May 10, 2007. Natalie joins siblings Charlie, 6, Teddy, 4, and Lou, 3.

1991 Rena (Roovers) and John Dragseth, Excelsior, Minn., a daughter, Alex, Oct. 6, 2006.

1992 Greg and Melissa Withbroe, Gales Ferry, Conn., a daughter, Josie, Feb. 1, 2007.

1992 Michele (Gariffo) and Darren Gibbs, Schaumburg, Ill., a son, Hayden James, Feb. 24, 2007. Hayden joins sister Maia, 7.

1992 Ann (Hague) and Chris Davis, Tigard, Ore., a daughter, Emily Grace, June 6, 2007. Emily joins sister Hannah, 2.

1993 Pamela (Doll) and Frank Fehrenbach '93, Chicago, a son, Elliot, Nov. 3, 2006. Elliot joins brother Connor, 8.

1993 Ann (Didier) and Aaron Hilts '92, Port Washington, Wis., a daughter, Madeline Diana, Nov. 11, 2006.

1994 James and Melissa Fusco, Chicago, a daughter, Gia Marie, July 3, 2007.

1994 Suzette (Schommer) and John Peterson, St. Paul, Minn., a son, Samuel John, July 20, 2007. Samuel joins sister Sadie, 18 months.

1994 Shannon (Grill) and Stuart Swaziek, Menomonee Falls, Wis., a son, James Stuart, Aug. 23, 2007.

1995 Kate (Allen) and David Schreiber, Milwaukee, Wis., a daughter, Teagan Olivia, Aug. 10, 2007. Teagan joins sister Eliana.

1996 Jenny (Anger) and Kurt Craanen '95, Appleton, Wis., a daughter, Brianna Claire, July 20, 2006.

1996 Jennifer (Pieschek) and Andy VanRemortel, Allouez, Wis., a daughter, Marren Michelle, Dec. 13, 2006.

1996 Ann (Roberts) and Kevin Glosny, Green Bay, a son, Carson James, March 24, 2007. Carson joins sister Madelyn, 7.

1996 Amy (Merkel) and Kirk Schuler, Oshkosh, Wis., a son, Adam Lockwood Reines, May 12, 2007. Adam joins brother Owen, 2.

1997 Max and Becky Janasik, Portland, Ore., a son, Charles Oliver, Nov. 26, 2006. Charles joins brother Sam, 5, and sister Lillian, 4.

1997 Jennifer (Brown) and Scott McMahon '98, Gillett, Wis., a daughter, Margaret Alice Grace, June 11, 2007. Margaret joins brother Shamus Douglas Ryan, 3.

1997 Mark and Jo Kirst, Green Bay, a daughter, Ellysen Teri, June 13, 2007. Ellysen joins sister Mabel, 6, and brother Boone, 3.

1998 Kristen (Treadway) and Bob Koch, Faribault, Minn., a son, Grant Patrick, Feb. 21, 2007. Grant joins sister Paige Margaret, 3.

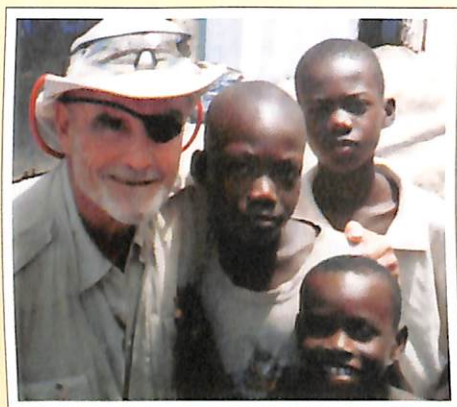
Our Man in Haiti

"Ding! Another one for Claude!"

Chris Betcher, in the alumni office, is as familiar as anyone with the mounting excitement that accompanies the run-up to the annual Alumni Awards Dinner. Still, nothing can stale the enthusiasm alums show as they nominate their peers, nor dim the inspiring stories that characterize the careers of each year's honorees.

But even Betcher found it hard to believe the number of supporting letters generated by the nominees for October's awards ceremony.

Take the case of **Claude Gagnon '53**, honored with the Alma Mater Award. Every time Betcher opened her e-mail it seemed



there was another letter extolling Gagnon's life of service, to the point where she wished she had a bell to herald each new endorsement. She and Gagnon's original sponsor, St. Norbert parent **Joan Hogan**,

struck up quite an acquaintanceship as Hogan forwarded more and more letters.

It was Gagnon's humanitarianism and his tireless volunteerism that were cited over and over again in the letters supporting his nomination. His work with, and on behalf of, desperately needy children in Haiti has led to a passionate commitment to helping the poorest of the poor.

His association with Haiti had its origins in a Rotary Club relief trip to the central plateau. In 1999, Gagnon began his connection with St. Joseph's Home for Boys, the Wings of Hope outreach to mentally and physically challenged children, and Trinity House for Boys.

"He is almost 80 years old and his pleasure now is to make life bearable for young boys who are not only among the poorest in the Western Hemisphere, but who also suffer from some crippling malady," wrote Dr. James Morgan, a New Jersey physician who met Gagnon in Haiti.

Since 2003, Gagnon, who is married with seven children, has developed a full-time commitment to volunteering with orphanages in Haiti. His activities on behalf of Haiti's orphans include fundraising; building a soccer field; recruiting other volunteers; assisting with physical therapy; organizing field trips for the children; providing leadership training for the older boys at Trinity House and at St. Joseph's; and performing general maintenance, electrical and mechanical repair work.

Carol Jones Loomis, who accompanied Gagnon to Haiti, was surprised to see among his luggage an entire duffel bag full of tennis balls. "Tennis balls to a country so hungry and desperate? I was loaded with medical stuff and practical things!"

"As we traveled away from the city standing up in the back of a truck, gray ash covering our faces, Claude began to pull out balls and toss one to a lone child standing by the side of the trail. We threw balls for miles and miles. The pure look of pleasure was priceless!"

"There are countless very important things that Claude has accomplished in Haiti, from organizing big things to fixing washing machines and making sure a family has rice. He never overlooks the individual.

"He has been robbed, pushed off *tap taps* (taxis), fallen in holes and walked many miles to help another without complaint. He is my hero."

Working with three young Haitians, Gagnon has helped to develop three elementary schools in "Cit  Soleil," one of the poorest slums in Port au Prince, where the group is now trying to start a meal program for 400 elementary school children.

Another current project involves developing a bakery at Trinity House Orphanage. This facility is designed to provide vocational training for older boys, income for the orphanage and food for the community.

Gagnon has so far recruited more than 25 volunteers to contribute their talents in Haiti. He has personally raised more than \$80,000 for his various projects. He has helped construct and maintain 40 freshwater wells, begin goat breeding projects in five villages and instigate an irrigation project.

Dr. Michael Karr, president of Medical Relief International, wrote, "No-one can hold a candle to Claude for the work he has done for the people of Haiti. Not only has he selflessly given himself, he has decided ... to serve those of Haiti that Haiti itself often ignores: mentally disabled children, children in orphanages, and those who are even considered 'poor' by Haitian standards."

Howard Hetzel, a friend, added "All he notices is the beauty of the Haitian people and how loving they can be. In a place where open sewers are commonplace, where lawlessness is often the rule, Claude reminds me each time I see him again, that love exists.

"He doesn't remind me of this by telling me. (No, he's got too many great adventure stories to tell!) Claude reminds me of the ever-present power of love, and of God made manifest in humankind, through his daily, committed work with the poor."

Gagnon's is just one of the stories behind the recent Alumni Awards. Honored at the same time were **Lana Fuentes-Krummen '01**, **Elizabeth Raven Juern '97**, **John Allen '89**, **Kathleen Helz Kueht '68**, **Michael Kolloway '82** and the **Right Rev. Gary Neville, O.Praem., '73**. You can read their stories at www.snc.edu/alumni/awards, where you can also nominate candidates for the 2008 awards. ○

1998 Michael and **Mary O'Connor**, Chicago, Ill., a daughter, Lucille Marie, May 31, 2007. Lucy joins brother John Robert.

1998 Stacy (Eckes) and **Cory Borys '98**, Green Bay, a daughter, Grace Helen, June 17, 2007.

1998 Brenda (Kudick) and **Bob VanHimbergen '98**, Mequon, Wis., a daughter, Elise Frances, June 28, 2007.

1998 Jeffrey and **Jill Joyce**, Oregon, Wis., a daughter, Ella, July 20, 2007.

1999 Melissa (LaRue) and **Eddy Fredricks**, Green Bay, a son, Nathaniel Levi, July 10, 2006.

1999 Julie (Brohier) and **Kevin Heller**, Long Island, N.Y., a daughter, Keira Maeve, Feb. 14, 2007.

1999 Kerry (Frey) and **Eric Friedrichsohn**, Waukesha, Wis., a son, Tristan James Fredrick, May 12, 2007. James joins sister Samantha Jane.

1999 Maureen (Doody) and **Paul Johnson '99**, Tinley Park, Ill., a son, Liam Paul, June 5, 2007. Liam joins sister Bridget, 2.

2000 Rachel (Jarosz) and **Tighe Ittner '00**, Kenosha, Wis., a daughter, Katherine Claire, Feb. 2, 2007. Katie joins brother Ian.

2000 Megan (Hilger) and **Jason Kitowski '00**, Oconomowoc, Wis., a daughter, Emily Grace, April 7, 2007. Emily joins sister Madeline.

2000 Wendy (Yursis) and **Scott Schultz '95**, De Pere, a daughter, Anna Leigh, Sept. 4, 2007.

2001 Donna (Chenier) and **Michael Matuszewski '00**, Eagan, Minn., a son, Joseph Edward, June 2, 2007. Joey joins sisters Grace, 2, and Beth, 1.

2001 Robin-Nicole (Schuster) and **Neil Gaertig**, Fond du Lac, Wis., a daughter, Scarlett Elizabeth, July 31, 2007. Scarlett joins sister Victoria, 4, and brother Brendan, 2.

2002 Angie (Cluppert) and **Dan Osheim**, Ripon, Wis., a daughter, Ava Elizabeth, Jan. 18, 2007. Ava joins sister Isabelle.

2002 Judith (Ulman) and **Andrew Hintz**, Kimberly, Wis., a son, Charles Glen, May 30, 2007.

2002 Matthew and **April Soyk**, Ames, Iowa, a daughter, Emma Jo, June 5, 2007.

Marriages

1991 Heidi Szatmary and **Howard Eglash**, Sept. 2, 2007. They live in La Crosse, Wis.

1996 Jenny Anger and **Kurt Craanen '95**, July 4, 2003. They live in Appleton, Wis.

1999 Sarah Renkens and **Michael Dressel**, Aug. 24, 2007. They live in Chicago.

2001 Elizabeth Schill and **Jim Brogen**, July 21, 2006. They live in Fond du Lac, Wis.

2002 Tamara Tranowski and **Joshua Smith**, May 5, 2007. They live in New Berlin, Wis.

2002 Megan Rosichan and **John Demeter**, Aug. 25, 2007. They live in San Francisco.

2003 Kristin Michails and **Evan Celing '03**, June 9, 2007. They live in Montgomery, Ill.

Leading the alumni connection

Matt Sullivan '95 (president) and **Bill Van Ess '85** (vice president) are the new



officers who will lead the St. Norbert College Alumni Board forward as it seeks to fulfill its mission to facilitate the exchange of ideas between the College and its alums.



New members who recently began three-year terms on

the board are **Robert Carviou '01**, **John Connelly '89**, **Tim Delaney '69**, **Mary Harp-Jirschele '76**, **Kim Herring '96** and **Theresa Roetter '88**.

2003 Sarah Duffrin and **Jeremy Jackson '03**, July 14, 2007. They live in Lisle, Ill.

2004 Erica Martzke and **Jonathan Novak**, May 26, 2007. They live in De Pere.

2004 Johanna Blecha and **Lucas Stangler**, July 28, 2007. They live in Chicago.

2004 Angela Tangeman and **Nicholas Oswald**, Sept. 15, 2007. They live in Winona, Minn.

2005 Katie Ledesma and **Justin Heinzen**, May 26, 2007. They live in Copperas Cove, Tex.

2005 Christina Clark and **Andrew Czosek**, June 23, 2007. They live in De Pere.

2006 Jennifer Bellin and **Eric Guzowski '06**, July 21, 2007. They live in De Pere.

2007 Beth Kettenacker and **Jake Powers '07**, Aug. 4, 2007. They live in Madison, Wis.

Deaths

1943 Robert Kauth, of West Bend, Wis., died June 24, 2007, at the age of 87. He served with the Army in the European theater of war from 1943 to 1946. After the war he practiced as a dentist in West Bend. He is survived by his wife, Elaine, and their five children.

1948 Edward "Bud" Pytlak, of Green Bay, died July 21, 2007, at the age of 85. During World War II, he served with

the 2nd Armored Division in North Africa, Sicily, Normandy, Northern France, Rhineland, the Ardennes and Central Europe. He later worked as a traffic manager for Milprint Inc. in De Pere. He is survived by his wife, Dolores, and three children.

1949 John Schmeichel, of Manitowoc, Wis., died July 16, 2007, at the age of 80. He was a World War II veteran, having served a tour overseas with the U.S. Army. Later, he was owner and operator of Patti's Affordable Car Rental. He is survived by his wife, Ruth.

1956 Patrick Fleming Sr., of Green Bay, died July 8, 2007, at the age of 73. He served his country in the U.S. Army and the Army Reserve. In 1998, he retired from Schneider National after 42 years of service. He is survived by his wife, Nancy, and five children.

1961 Lyle Noel, of Greenleaf, Wis., died July 15, 2007, at the age of 68. He served in the U.S. Army and the Army Reserve, and worked as a teacher for 34 years. His passions were history and poultry—he was inducted into the American Poultry Association's Hall of Fame. He is survived by his wife, Elisa Estel.

1965 Peter Voet, of Kaukauna, Wis., died July 17, 2007, at the age of 64. He had run his family's business, the Kaukauna Hardware Co., since 1968. He is survived by his two sisters.

1974 Deborah Colky, of Chicago, died Jan. 26, 2007, at the age of 54. She is survived by her husband, Michael.

1992 Michael Hogan, of Oconomowoc, Wis., died Oct. 24, 2007, at the age of 37. A commercial roofing designer, he owned Fountain Park Design. He is survived by his wife, Laura, and two children.

Class Notes

1957 Paul "Beta" Koehler has retired as owner and president of Valley Liquor Stores Inc., specialists in fine wines and beers, after more than 46 years in the retail alcohol business.

1962 Frederick A. Hegner, now retired from AIG, is currently a member of the advisory board and acts as a senior consultant for GlobalSource LLC.

1962 David Wouters, retired Northeast Wisconsin Technical College administrator, now owns Rock'n W Ranch in Ledgeview, Wis., which offers team-building and leadership training activities for its clients, using horses.

1963 R. Jerome Boge, retired radiation physicist, continues his second career as part-time auctioneer in La Crosse, Wis.

1968 "His Hands," an oil painting on canvas by **Gail (Mitchell) Aggen**, received an Honorable Mention in the Imago Dei (Image of God) Art Show in Kansas City, Mo., in October 2007.

1974 Ed Smrecek has retired from teaching after 33 years at West High School in Appleton, Wis.

1976 Mary (Harp) Jirschele has accepted a job as the first executive director of the J. J. Keller Foundation. The foundation anticipates more than \$80 million in assets in 2008, placing it among the top 20 foundations in the state of Wisconsin.

1977 Sherry (Mertes) Saiki is now president of the Rotary Club of West Allis, Wis. She also serves on the Rotary

(continued on page 28)



■ **Robert Kramer** (History), **Gratzia Villarroel** (Political Science), **David Duquette** (Philosophy), **Thomas Reynolds** (Religious Studies) and **Jim Benton** (Social Sciences) presented a recent panel on "The Rise of Militant Islam: Explaining and Responding."

The panel examined the historical roots of Islamic militancy, explained its politics in view of contemporary globalization, addressed the problems it presents for the rules of warfare and considered its implications for interfaith relations in an age of militant religion.

■ **Eric High** (Music) was invited to perform with Aretha Franklin at her fall concert at the Grand Theater in Wausau, Wis. It was High's first performance with an artist from the world of popular music. He said, "It was great. Very

professional and business-like. All you have to do is show up on time and play the tunes!"

■ **Jeremy Miner** (Advancement) served as an external grant reviewer for the University of Wisconsin School of Medicine and Public Health's Community-Academic Partnership Fund.

■ **Terry Jo Leiterman** (Mathematics) co-sponsored a session on "Teaching Time-Savers" at the 2007 Mathfest in San Jose, Calif. Mathfest is the national meeting of the Mathematical Association of America (MAA) and the Pi Mu Epsilon (PME) National Honorary Mathematics Society.

Rick Poss (Mathematics) took part in the meetings of the PME National Council and also helped judge student presentations.

■ **Rebecca Welch** (Faith, Learning and Vocation) received an Honorable Mention at the Great Lakes Songwriting competition for her song "Katrina," which was written after volunteering in the Gulf Coast after Hurricane Katrina. The competition attracted some 500 entries.

■ **Paul Wadell** (Religious Studies) found himself in good company when his new book was included in The Christian Century's picks for Christmas giving. Among the handful of other authors selected were Rowan Williams, archbishop of Canterbury, and Stanley Hauerwas,

once named Time magazine's Theologian of the Year.

Wadell's "Happiness and the Christian Moral Life: An Introduction to Christian Ethics," is published by Rowman & Littlefield.

"Wadell considers the role of the virtues in our quest for happiness, a Christian understanding of the person, and the meaning of freedom in the Christian life," says the magazine. "Happiness in Christian perspective, [Wadell] argues, is impossible without justice."

An essay co-authored by Wadell and **Darin Davis** (Philosophy) has also been published recently. "Tracking the Toxins of Acedia: Re-envisioning Moral Education" appears in "The Schooled Heart: Moral Formation in American Higher Education" (2007).

■ Center for International Education staff were active at the Wisconsin State Conference on "Global Education 2007: Best Practices in International Education" in October. **Sam Dunlop '05** took part in a panel on "National Advocacy for International Education"; **Joe Tullbane** presented on "High School International Simulations: Alternatives to Model U.N."; **Marcy O'Malley** presented on "St. Norbert College Language Services Outreach to Local Communities"; and **Joyce Tullbane** took part in a panel on Best Practices in Study Abroad Orientations.



Young writers at work in Old St. Joe's record their responses to this inspirational setting.

St. Norbert hosts writing marathon for area students

Sixth-graders from St. Bernard Middle School in Green Bay had a taste of college life when they visited campus for a writing marathon organized by **Melanie Brown** (English) in collaboration with their language arts teacher, **Jenny Phillip**.

As the sixth-graders visited campus landmarks they were urged to jot down or type journal entries prompted by sites they felt were inspiring. **Kevin O'Meara '09**, **Bridgette Flasch '09**, **Rachel Kaiser '10**, **Gina Bortel '09** and **Paul Utterback '09** gave the young visitors historical information about each site.

Sixth-graders visiting Schuld's Sports Center challenged Brown to a race on the indoor track. The suit of armor on display in the lobby was also among the writing topics that caught

their eye. "Their enthusiasm made my day," Brown said.

Brown gave the students a taste of life after high school by having them sit in on her IDIS 100 College Writing course. The middle school students noted similarities in the demands of writing at the college level and the writing techniques they were mastering. Brown said, "I think [the students'] visit gave 'college' a less abstract, more tangible meaning for them."

Brown and Phillip, who works part-time in the College library, organized the event in hopes that an on-campus visit would spark an interest in writing in young students. They hope to continue creating awareness about the importance of writing with more marathons in years to come.

Exchange of ideas

Ricardo and Lydia Jose took up residence on campus last semester as part of the Philippine Exchange Program.

Ricardo Jose, a specialist in military and diplomatic history, is on the faculty of the University of the Philippines in Diliman, Quezon City. For his wife, Lydia, this was a second experience as a faculty member abroad. A political scientist at Ateneo de Manila

University, she held a visiting professorship at the Tokyo University of Foreign Studies in 2001-02.

While he was in De Pere, Ricardo enjoyed unlooked-for research opportunities right on his doorstep. He learned that a local division was sent to the Philippines during the war and local veterans could speak to what it was like to serve in his home country. (The full story was featured in December's @St. Norbert e-newsletter, available at www.snc.edu/go/enews.)



■ **Dee Geurts-Bengtson** (Advancement) attended the 2007 S.T.A.F.F. (Sharing the Annual Fund Fundamentals) Conference as a guest participant. S.T.A.F.F. brings together advancement professionals from 40 of the nation's top liberal arts colleges.

■ The Office of Mission and Heritage honored **Howard Ebert** (Humanities), **Darlene LeFevre** (Academic Affairs), **Julie Massey** (Faith, Learning

and Vocation), **Linda Wanless** (ESL) and **Billy Falk '08** as the 2007 Founder's Award recipients at the annual prayer breakfast during Heritage Days in October.

The awards are given to current faculty, staff and students who advance through their own lives the Norbertine principles of community, spiritual commitment, service, collegiality and learning.

Alumni meet up on rocky ground

Nine geology alumni recently found themselves at an impromptu reunion in Denver, where they were all attending the annual meeting of the Geological Society of America.

Tim Flood (Geology) was able to meet up with some of his former students, who were presenting at the conference.

LeeAnn Munk '95 was one of the first three geology majors at St. Norbert, and she attributes her passion for the subject to those college years.

"I fell in love with geology after two weeks of being in my first geology class at SNC," said Munk. She is now chair of the department of geological sciences at the University of Alaska Anchorage.

The geology alumni have been getting together for "SNC dinners" for the past few years,

says **Becky Schmeisser '04**. The dinners give everyone a chance to catch up regularly.

"We (alumni) were all able to do things and experience things in a way that you just can't at a larger school."

Heather Bleick '03 also boasts about her undergraduate education. She says the St. Norbert program provides students with academic support while encouraging professional growth and development, all within an energizing environment. She has worked with **Jackie Shumway '05** on collecting samples for research and, in fact, says that reminiscing about St. Norbert and exchanging scientific data with her fellow alums are among the reasons she enjoys attending geological meetings.

The Geological Society of America's annual meeting saw the rendezvous of these St. Norbert geologists, too. Pictured are (top row, left to right) Dan Costello '07, LeeAnn (Feher) Munk '95, Jackie Shumway '05; (middle row) Kathy Licht '92, Rebecca Schmeisser '04; (bottom row), Tim Flood (Geology), Renata Jasinevicius '07 and Tom Nelson '06. Also in attendance were Heather Bleick '03 and Shioban Fackelman '01.



A life in verse

After spending much of his professional life helping his students understand and appreciate the genre of poetry, **Kenneth Zahorski** (English, Emeritus) finds retirement brings enough time to write his own poems. His work has appeared in several literary magazines and journals, among them the English Journal, Delta Epsilon Sigma Journal, The Aureorean, the Pennsylvania English Journal, the Yale Angler's Journal, The Rockford Review, ByLine and Harp-Strings Poetry Journal.

A recent collection of family poems includes these verses from "Life Lessons":

*Elbows on the kitchen table,
chin propped in hands,
I watched my father
patch ailing inner tubes
with brain surgeon skill.
Prodding, probing, stretching,
turning his pliant patient
over and over,
slowly, gently,
using his stethoscope-ear
to detect pinpoint leaks,
his diagnoses were flawless.*

*Then, from one small, tubular can,
like a magician from a hat,
he pulled out every surgical need—
patches, adhesive, applicators.
The protocol was precise:
clean and roughen the tube's skin,
apply the pungent glue,
prepare and position the patch,
affix it with firm pressure.*



■ A podcast project that has education students reflecting on influential teachers in their lives gives others a chance to see those who have inspired the future educators.

The podcasts incorporate pictures of inspirational teachers along with a description of the ways they mentored and motivated their protégés.

Reid Riggle (Education) and his colleagues created the Inspiring Teachers project as an assignment for Riggle's Psychology for Teaching course.

The web project offers students an opportunity to celebrate the profession of teaching as they think about past experiences with their own teachers and anticipate their own careers in education. Students are asked to

record a narrative about the most influential teacher they have had.

Check out their testimonies at www.snc.edu/inspiringteachers.

■ An interactive alumni-student conference intended to bring current business and economics majors together with experienced professionals also drew freshmen considering entering the field.

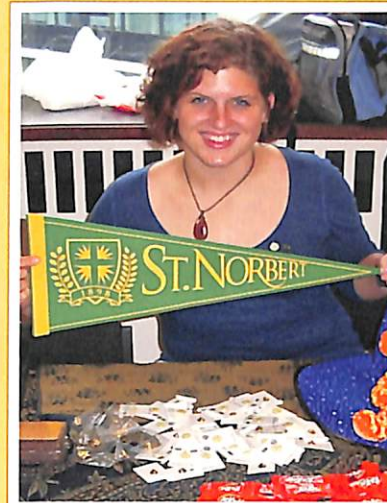
"Doing Work that Matters" featured experienced alumni from the business world. Sponsored by the Donald J. and Darlene M. Long Endowment, the conference gave the panelists a chance to speak about their achievements since graduation.

Being proactive about decisions and opportunities throughout their college careers was just one way students were urged to take charge of their future success. "There are so many different choices available to you as you walk across the stage," said **Matt Sullivan '95**.

Greg Rotherham '78 said his education showed him the importance of drawing support from the people around him. "Do the right thing for the right reasons and you will end up in the right place," he said. **Rose Hogan '81** agreed, noting that it is hard to keep one's passion for one's job intact in an unsupportive environment.

Andrew Lampereur '85 told the audience, "You've got to remember why you went to St. Norbert and what your values are."

The conference was facilitated by **Joy Pahl** (Business Administration).



Spreading the good word in Wales

A study-abroad fair more than 3,000 miles away gave **Emily Czarnik-Neimeyer '09** a chance to tout her home college during her semester abroad. She was able to promote the St. Norbert experience at a recruitment fair in Wales.

Czarnik-Neimeyer made Swansea University in Wales her home away from St. Norbert for the fall 2007 semester. With her mother, **Cindy**, who was visiting at the time, Emily hosted a booth representing St. Norbert at a fair held by the department of American studies at the university.

British second-year students interested in studying abroad could visit booths representing American colleges and universities like California State and Mexico State—and, thanks to the Czarnik-Neimeyers, St. Norbert College.

The Czarnik-Neimeyers were accompanied by other American study-abroad students, as well as British students who had already experienced the programs at each of the American schools represented.

The college years are a great time to travel and experience the world, believes Emily, and she hopes her enthusiasm gave British students an appetite for a taste of the Great Lakes region.



Tau Kappa Epsilon was singled out for several Excellence Awards at the international fraternity's biennial convocation, held in Las Vegas. St. Norbert's Sigma Xi chapter took honors for excellence in alumni relations, recruitment results, community service and extracurricular activities.

■ **Clare Sturm**, who is working towards her Master of Theological Studies degree at St. Norbert, has been appointed the new director of worship for the Catholic Diocese of Green Bay.

■ This year's Dargan Fellows are **Angela Bandoch '08**, an accounting major, and **Eric Bieniasz '08**, a business major/economics minor. They will each receive a \$5,000 award from the William E. Dargan Fellowship, which was created by alumni to honor the late professor and his 30 years of service to the College.

This is the second consecutive year that Bandoch has received this award.

■ A new group on campus that works through prayer and service has been recognized with a special gift from Rome.

St. Norbert representatives of the Community of Sant'Egidio now cherish one of the 16 candleholders originally presented by Pope John Paul II at the international peace conference in Assisi.

"Our community has been given this gift as a recognition that we're an up-and-coming group and the light has spread," said **Billy Korinko '09**. "The group at St. Norbert is really young, but for us it was a great honor."

Members use the candleholder when they come together weekly to pray for the poor.

■ Visiting speaker **Jennifer Neugart** helped "Friends for Wheels" mark National Employment Disability Month on campus when she spoke about her personal experiences with disabilities. Neugart has spent 10 years working with a range of programs for young people.

The student-run group raises awareness and educates members of the community about various types of disabilities.

■ The Archdiocese of Milwaukee has honored **Amy Kroll '11** with its Youth Service in Education Award.

The award recognizes young Catholics who are willing to take risks in innovative approaches to educational ministry and are recognized as leaders by their peers.

Kroll, who has served as a catechist for six years, started her own non-profit organization, Bags of Hope, in 2004. The group provides personal hygiene items to those who are homeless or in need in the Milwaukee area.

She says, "You might be the only Gospel someone ever 'reads,' and that's why I think it's important to live out the Gospels instead of just

talking about them," Kroll says.

The youth service honor is one of 10 annual Vatican II awards established to honor men, women and young adults whose actions demonstrate the vision set forth by the council.

■ **Sara Shawanokasic '08** has received the sought-after Gates scholarship all four years of her St. Norbert career.

The scholarship, established by Microsoft founder Bill Gates, provides all unmet financial need for outstanding minority students who want to continue their education after high school. "The application process can be grueling and extremely competitive," says **Bridgit Martin** (Cultural Diversity).

Among other opportunities, the grant allowed Shawanokasic the opportunity to study abroad in London during her junior year.

On campus, Shawanokasic, a sociology major, is vice president, internal coordinator, social chair and secretary of Theta Phi. A cultural diversity intern and mentor, she also works with Upward Bound and serves as the chairperson for Native America Week each year.

"I realized that the Gates scholarship was a wonderful opportunity and I view education as very valuable," Shawanokasic says.

Written in Stone

Magazine intern Jenna Prince '09 became an art student for a day in order to report on a recent visit by a master lithographer.

Sixteen thick stone slabs rested on the table in the center of the Bush Art Center's printmaking studio, while an assortment of sponges, buckets, bottles, a giant rolling pin and a lithography press lined the front of the classroom. This was a departure from my last art class in the sixth grade.

As an English major, I wasn't sure what **Harold E. Hansen**, master printmaker, would have in store but I was certain it would be a new and insightful experience.

Hansen made his second St. Norbert visit Oct. 25 and 26, demonstrating the stone lithography process to printmaking classes taught by **Donald Taylor** (Art). "He's even more detail-oriented than I am," prefaced Taylor.

Hansen walked Taylor's class, with the addition of my non-artistic self, through the

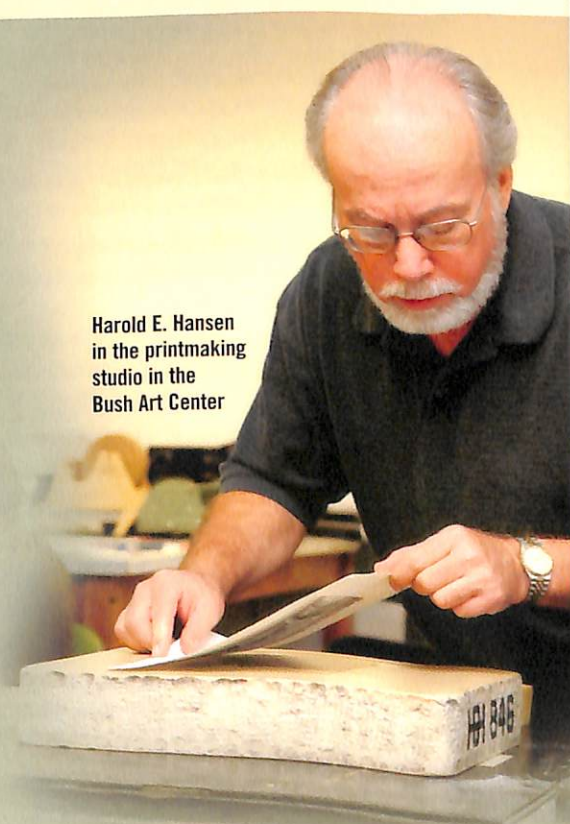
careful steps of this fine art.

After rubbing a series of powders and chemicals over the surface of his etched stone, Hansen repeatedly ran an ink-covered rolling pin over the asphalt. "You're constantly adjusting for something," said Hansen as he placed a piece of paper over the inked stone and cranked the slab through the press.

The result, a beautifully intricate print of a perched gargoyle, clearly reflected Hansen's years of experience as a stone lithographer.

"I thought it was absolutely amazing," said **Libbi Philipps '08**. "It's such a technical process. There's a hundred different things that could go wrong, so it's amazing that none of them did."

"You will need other people in your field who will feed you," Hansen told the class before bringing the day's demonstration to an end. He would return the following day to complete the 10 identical prints he had pulled, by adding color.



Harold E. Hansen
in the printmaking
studio in the
Bush Art Center

Correction

We would like to apologize most sincerely for our error in running the wrong photo alongside the obituary notice of **Norman Watermolen '47**



(Mathematics, Emeritus). The sad news of Watermolen's death appeared in the fall issue of this magazine.

Among his many, many contributions to the College, Watermolen,

pictured here, commissioned the bronze of St. Norbert of Xanten placed outside the Bemis Conference Center. The picture that we ran in the fall magazine was, in fact, of Paul Granlund, sculptor of that piece. Granlund died in 2003.

District 6270's group study exchange committee, and on the board of the club's foundation.

1979 Mark Mohr has been named bank president of the First Bank Financial Centre, based in Oconomowoc, Wis.

1980 Anne (Haug) Bloesl is teaching physical education at the North American International School in Pretoria, Republic of South Africa.

1981 James Pomykalski has been granted tenure and has been promoted to the rank of associate professor of information systems at Susquehanna University in Selinsgrove, Pa. Pomykalski has been a member of the faculty of the Sigmund Weis School of Business since 2001. He previously taught for seven years in the Integrated Science and Technology Program at James Madison University.

1983 Patrick O'Melia has been appointed as Oneida County Circuit Court judge by Wisconsin Gov. Jim Doyle.

1984 Jeanne (Bjork) Balistreri graduated in May 2007 with her master's degree in visual studies from Cardinal Stritch University in Milwaukee.

1984 Rick Hearnden, Johnson Bank vice president of business development, has been named campaign chairman for the 2007 Brown County United Way.

1988 Tracy Kamps is now working for Royal Caribbean Cruise Line as a casting specialist in the company's entertainment department.

1988 Major John Mathson, of the United States Army Reserve, recently returned home to his wife and two children from a deployment to Southwest Asia in support of Operation Iraqi Freedom, where he served as inspector general. Mathson is an associate director for AT&T's migration strategy and planning department.

1988 Debra Prette has joined the 2008 American Cancer Society Relay for Life of Bethlehem, Pa., as event chair.

1989 Cynthia (Lindhorst) Yopp has received her master's degree in education from Viterbo University.

1990 Lisa Hughes has been named the new principal of Winneconne (Wis.) Elementary School. Previously, she worked as an elementary and middle school teacher for the Winneconne Community School District.

1991 Robert Blohowiak, veterinarian, has purchased the equine division of the Great Lakes Veterinary Clinic in Neenah, re-naming it the Great Lakes Equine Wellness Center. He provides medical, surgical and reproductive care, along with alternative therapies, for horses.

1993 Jon Dooley, assistant dean of student development for Marquette University, has been elected chair of the board of the National Association for Campus Activities.

1993 Joel Dopke has accepted a position at Alma College as an assistant professor of chemistry. Dopke was formerly employed at Mercer University as an associate professor of chemistry.

1993 Kathleen (Graven) Frost is currently an elementary general music and middle school band teacher for the Seymour (Wis.) Community School.

1994 Christopher Thiede recently formed Build Communications LLC, a marketing communications and public relations company based in Milwaukee.

1995 Denise Ferkey, assistant professor of biological sciences at SUNY-Buffalo, has received a \$200,000 New Scholar Award in aging research from the Ellison Medical Foundation, to study the effects of dopamine on neuronal signaling and function.

1995 Brian Foster was promoted to the position of benefits analyst for Hewitt Associates.

1995 Mary Pitsch has opened her own care management service, Embrace Care Management LLC. The business works with seniors and their families to help them understand the services available to them. Pitsch has been assisting seniors and their families for the past 12 years.

1996 Christopher Clausen recently accepted the position of vice president of financial services at I.C. System in St. Paul, Minn. He was previously employed at Fair Isaac in Minneapolis.

1996 Judy Dillenburg has been hired as a graphic designer at Coalesce Marketing & Design Inc. in Appleton, Wis.

1996 Heather (Locke) Marlow received her master's degree in adult and higher education administration from the University of Texas-San Antonio in August 2007.

1997 Jennifer Hussli recently completed a family medicine residency in the Mercy Health System family residency program in Janesville, Wis. She will soon be starting her practice at the Mercy Mall Clinic in the same city.

1998 Matthew Gonnering has been named vice president of sales and marketing for Widen Enterprises Inc.

1998 Jennifer Jirschele was recently promoted to the position of department of transportation officer for the State of Wisconsin.

1998 Jeremy Feucht, commander of the Plymouth-based Bravo Company, is currently stationed in Iraq, where he met up with his brother, who is a member of the Texas Air National Guard.

1999 Michael Bruckner has joined Shawano Specialty Papers as a sales manager. The company is an operating unit of Little Rapids Corp., headquartered in Green Bay.

2000 Kathryn Blom has joined Epiphany Law LLC in Appleton, Wis., as an attorney specializing in business transactional law.

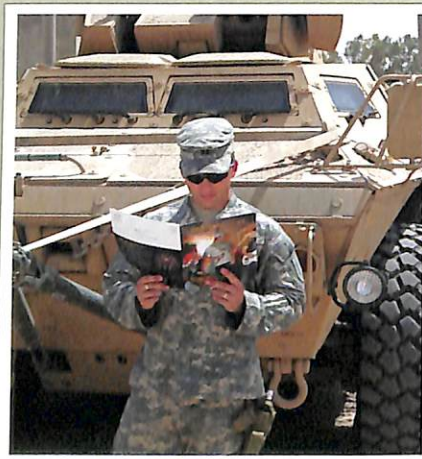
2001 Beth Borgen, formerly Lakeland College's director of alumni relations, was promoted to director of corporate and foundation relations on July 1, 2007.

2002 Kevin Gow Jr. has earned his master's degree in elementary education from DePaul University in Chicago.

2002 W. Michael Slattery has written "Jesus the Warrior? Historical Christian Perspectives & Problems on the Morality of War and the Waging of Peace," published by Marquette University Press.

2004 Amanda Sarazen has received her master's degree in social work from the Helen Bader School of Social Welfare at the University of Wisconsin-Milwaukee and will be working at Asera-Care Hospice in Green Bay.

2006 Jeffrey Buehler has been promoted to director of ticket sales and media relations for the Blizzard arena football team in Green Bay.

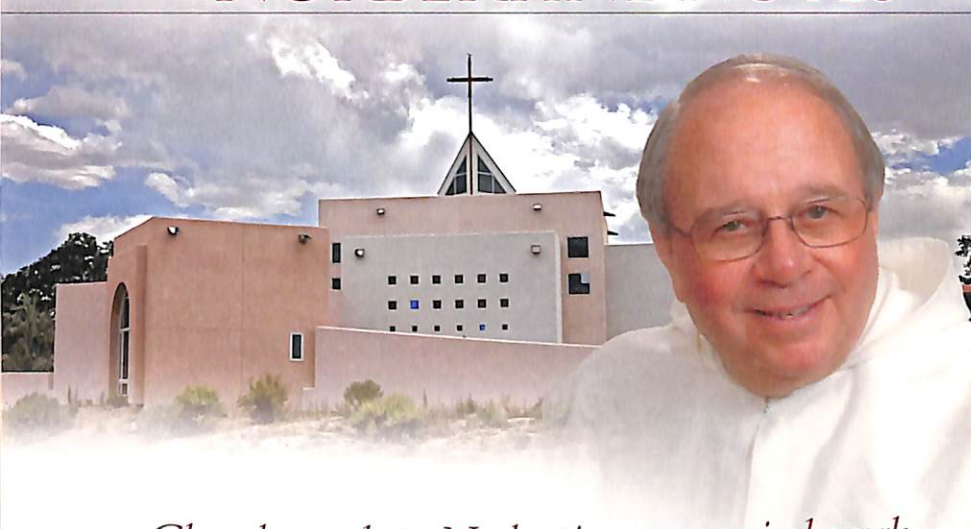


Uniform distribution

Jarrad Glasenapp '04 reads his St. Norbert College Magazine in Iraq, where he has been serving with the First Battalion 34th Armor Regiment. A photo we ran in a recent issue showed alumni enjoying the magazine in Muenster, Germany, which prompted Glasenapp to send us this picture of one more overseas reader.

Your college magazine—now read in 34 countries. Where does your copy travel? We would love to know!

NORBERTINE NOTES



Churches salute Norbertine ecumenical work

For one Norbertine priest, turquoise is now more than a gemstone. It has become a symbol of his ecumenical work in the Southwest.

The Rev. Joel Garner, O.Praem., '62 was the honoree at the annual Turquoise Chalice Award and Benefit Dinner, held by the New Mexico Conference of Churches.

Since its inauguration in 2003, the Turquoise Chalice Award has been presented to one man or woman each year who actively represents the mission of the New Mexico Conference of Churches. Turquoise is the state gemstone.

The conference itself works for "churches joined together seeking healing, justice, unity and peace through active ministries."

Garner's ecumenical involvement encompasses his work as project team member of Called Back to the Well, a program for clergy spiritual renewal; his participation in Albuquerque Interfaith, which teaches people how to be active citizens in working toward the improvement of the quality of life in their neighborhoods and city; and his board membership of the Ecumenical Institute for Ministry.

In his acceptance speech, he harked back to the "heady ecumenical and interfaith days" that followed the Second Vatican Council. "The religious studies faculty at St. Norbert quickly became ecumenical and a rabbi (Rabbi Sid Vineburg) became an adjunct professor. A lay board of trustees was developed and the first chair was Meyer Cohen, a Jewish lawyer and an extraordinary human being, whose leadership was broadly respected in the civic community as well as at the College.

"As with many cooperative experiences in life you gain more than you give. That certainly has been true of my ecumenical experience ... I recognize it as a grace to be involved ecumenically in the areas of education, social action and spiritual formation. They have shaped me in ways that I could never have anticipated."

Garner has been prior of the Norbertine Santa Maria de la Vid Priory and has held pastoral leadership at Our Lady of the Most Holy Rosary parish in Albuquerque since 1985. Before making the move to New Mexico, he was faculty member, pastor of the campus parish and director of a summer Theological Institute at St. Norbert for 15 years. ○

In memoriam

The Rev. Robert Hyde, O.Praem., '40 died on June 25, 2007, at the age of 90.

Hyde taught in Philadelphia high schools, serving as administrator at Bishop Neumann. He was also a member of the faculty at two Green Bay high schools and at Abbot Pennings High School in De Pere.



Founding pastor of St. Norbert Parish in Paoli, Pa., he also served at parishes in Wisconsin, Montana and Michigan, and as pastoral care chaplain at St. Vincent Hospital in Green Bay.

He is survived by his sister, Alice.

The Rev. Ambrose Peeters, O.Praem., '50 died on Sept. 24, 2007, at the age of 83.

Peeters received his master's degree in religious education from Notre Dame University in 1959. He pursued graduate studies at Villanova University and the University of Wisconsin at Madison and Milwaukee.



He was a faculty member at St. Norbert High School, Central Catholic High School and Premontre High School. Peeters was administrator at parishes in

Namur, Wis., and Brussels, Wis., as well as serving as pastor at St. Willebrord (Green Bay) and St. Joseph parishes. From 1985 to 1993, Peeters served as mission procurator for the order.

He is survived by his sister, Doris, and four brothers, James, Gerald, Henry and Peter.

The Rev. Laurence Mayer, O.Praem., '59 died Nov. 23, 2007, at the age of 76.

Mayer, who studied at the Liturgisches Institut in Trier, Germany, served as liturgist and cantor at St. Norbert Abbey from 1969 to 1985. A teacher, he developed a love of nature after studying under environmentalist and architect Paolo Soleri. His work endures in the landscape projects he created for the De Pere and Daylesford abbeys and Santa Maria de la Vid Priory.



He is survived by three brothers, Bernard, Maurice and John, and two sisters, Mildred and Judith.

Two hockey coaches. Five spots to fill. Some 1,000 prospects to watch in action. That's right, 1,000 young players to observe on the ice. September through April each year sees Coaches **Tim Coghlin** and **A.J. Aitken** covering quite a few miles.

"Recruiting is the name of the game," says Coghlin, head coach of the Green Knights. "We've got to get good student athletes. For us, that means we do everything firsthand. We don't

usually take people on stats. We want to see the prospects play."

Here's what this philosophy means mid-season. While, for the current players, hockey takes a back seat to final exams, the coaches hit the road to scout

for next year's team. With Aitken in Alberta, Coghlin flies to Seattle and heads north. That evening sees him wrapping up a 17-hour day at a game in Vancouver. More driving, more night games, more early starts to take in morning practice, then it's back to campus Christmas Day in readiness for some pre-tournament ice-time. The year-end tournament, at Oswego, means 32 hours on a bus but it nets two more wins and also the chance to see a few more prospects.

And that takes care of December.

The Green Knights draw from the United States Hockey League, the North American Hockey League, and the Canadian provinces of British Columbia, Alberta and Saskatchewan. It's a huge territory and, while out recruiting, Coghlin and Aitken see a lot of Division I scouts on similar missions. They have established good ties with their counterparts from larger programs, who may have had the chance to watch prospective players five or six times.

Right now, the Green Knights are keeping an eye on a player in Colorado Springs following a tip-off from an Air Force scout. Coghlin is looking forward to being able to see this prospect in person later in the season.

"Hockey is not a sport that's sponsored by a lot of campuses," he says. "There are 72 Division III programs and 60-some Division I programs, and that's it. 'Young men are saying, 'If I don't get to play at Division I, then St. Norbert College is one of my three or four picks.' Being a perennial top 10 team, as well as the Frozen Four successes of the last few years—it helps."

Junior league coaches want to send more players where their former players have met with success, and that helps, too. There is no direct sequence from high school to college for hockey players, and Coghlin estimates that some 90 percent of Division III recruits come from a junior league. For St. Norbert, it's an even higher percentage.

The juniors Coghlin sees are a little bigger, a little tougher, than they used to be. "Year-round training has certainly had an impact on that. Certainly an element of toughness is required—we need every player to stick their nose in there. It's not how many times you go down, it's how many times you get back up."

What's on the shopping list for this year? Coghlin knew straight away he would need to look for players to fill the shoes of two graduating standouts, goaltender **Kyle Jones '08** and forward **Marc Belanger '08**. "It's a lighter list than usual. We just have some very specific needs. We're looking for four or five guys, one of which will be a goaltender, one a defenseman, and at least two forwards. We're just trying to get the best prospects."

He'll ask his current players about the teammates and opponents they played with before college. "We'll use pretty much any method we have available to us without incurring any cost! We'll pick up the phone and call alumni. Maybe it's a phone call they can make as a bridge. We've had parents say, if you want a parent's perspective, we'll be happy to make that call."

Once spring comes, Coghlin will typically get in the car and drive to meet players and parents in their own homes, where he can sit down "to tell the St. Norbert story and talk about why the young man is a good St. Norbert prospect."

"We always tell prospects three things. First and foremost, when visiting any school, make sure that, academically, it's a place where you can see yourself fitting. The second thing is, we really sell the qualities of not only our campus life, but the community life surrounding De Pere and Green Bay. That's a big piece. You're going to live here a lot of months out of the year, so you really have to like the area and want to be there."

"The third piece is hockey—evaluating their skating skills, their puck skills and how they are developing. The college game is much different than the junior game. They just blossom. It's been fun to see that over the years."

"We spend the majority of our time harping on about school. Most guys are very focused on the hockey side, so that tends to take care of itself. We, as coaches, tend to focus on the development of the whole person and what the experience here can do for the rest of their lives."

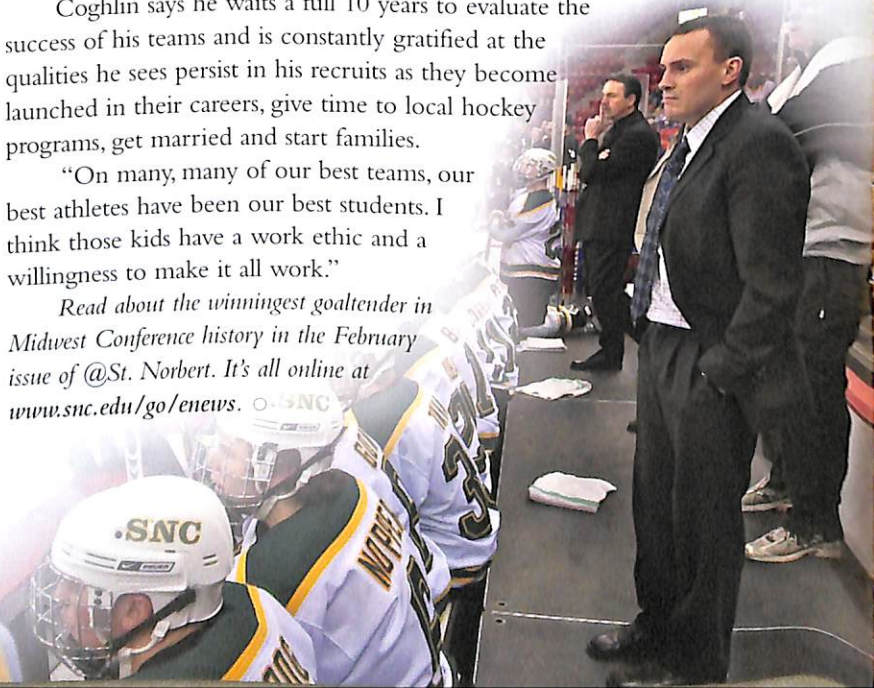
Coghlin says he waits a full 10 years to evaluate the success of his teams and is constantly gratified at the qualities he sees persist in his recruits as they become launched in their careers, give time to local hockey programs, get married and start families.

"On many, many of our best teams, our best athletes have been our best students. I think those kids have a work ethic and a willingness to make it all work."

Read about the winningest goaltender in Midwest Conference history in the February issue of @St. Norbert. It's all online at www.snc.edu/go/enews.

Assistant men's hockey coach A.J. Aitken, foreground, and head coach Tim Coghlin.

ICE men





In a class of his own

Basketball player Eric Bieniasz '08 juggles many roles. As team captain and holder of a 4.0 cumulative GPA, the Germantown native is also the only senior on the men's team this year. Suzan Odabasi '09 spoke with him about this unique position.

As the only senior, do you feel the pressure, or see the opportunities?

As captain and the only senior I want to be a leader on the court but also be a mentor. I make sure that we are one unit instead of 17 individual parts.

You play with a young team under a coach who is only in his second year at St. Norbert. How do you see the future of the team?

I definitely see the program going upward. We are in a rebuilding stage now. We got back up to 500 in conference and played a couple of rough games against some good teams. I feel like everyone is starting to buy into the system and things are looking good.

You have played under two different coaching staffs. Can you talk about that transition?

I was really sad to see Coach DeNoble leave two years ago. We went for two months

without knowing who our coach was. But when Coach Grzesk came on, he really started building the program with his principles from day one.

The team beat Northern Michigan this season. That's a Division II team—how did you do it?

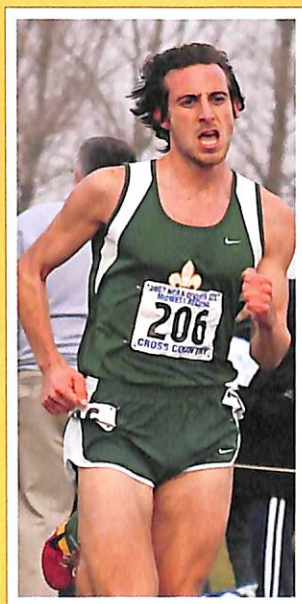
We played a tough game. We came out, shot pretty well and really limited them on offense. We had a couple of pretty lucky shots that put us into overtime and finished by capitalizing on some of their mistakes. It was a good win and definitely a huge energy booster for us.

You are a 4.0 student and we know you guys practice a lot. How do you make it all work?

I actually find it easier during the season because we stay on a tighter schedule. When I have practice I know that I have a certain amount of time to do my homework. I had some long nights but overall it has worked out.

Last question: Who are your picks for the NCAA Final Four?

Memphis, UCLA, North Carolina and, for the fourth one, I am going to say Wisconsin, because they are the home team!



Jeff Pentek '08

National double

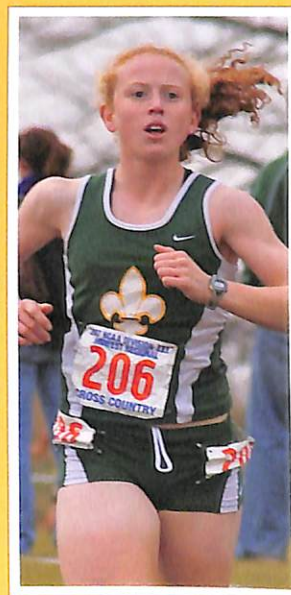
For the first time ever, St. Norbert has seen two members of its cross country team reach nationals in the same year.

Both Jenny Scherer '10 and Jeff Pentek '08 had solid showings at the NCAA Division III National Cross Country Meet.

In the event, their results could not have kept closer pace with each other's and with those of Julie Deyo '02, the only other Green Knight harrier ever to have advanced to the national stage. All three came in at 61st place. (Deyo, who qualified for the national meet in 2001 and 2002, took 61st place her senior year.)

Pentek, the first male in St. Norbert history to advance to the national meet, placed 61st out of 280 runners in the men's race, an 8-kilometer event. Pentek ran in a time of 25 minutes, 32 seconds, just over a minute more than champion Tyler Sigl of UW-Platteville's winning time of 24:24.

Scherer also placed 61st out of 280 runners on the women's side, a 6-kilometer race. Scherer's time of 22:37 was behind champion Sarah Zerzan of Willamette College's time of 20:54.



Jenny Scherer '10



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If you'll be in the area, why not call up some old friends and head to the St. Norbert campus for any of the varied events planned for this season? For information on these and more, visit the online calendar at www.snc.edu/calendar.

February 23	Soul Food Dinner
March 7	Big Band Snowball Concert and Dance
March 9-14	Senior Art Majors' Group Exhibitions
March 30-April 4	
April 13-18	
April 27-May 2	
April 5	Relay for Life
April 7	St. Norbert Community Band Concert
April 8	"Northeast Wisconsin and the New Economy," a CEO Breakfast and Strategy Series event with David Ward, CEO of Northstar Economics
April 10	"Unmasking, Analyzing and Confronting a Culture of Fear: Terror of Mind and Spirit," a Killeen Chair lecture by Cheryl Kirk-Duggan of Shaw University
April 11-13, 17-19	"The Shape of Things," a St. Norbert College Theatre production
April 18	Instrumental Jazz Ensemble Concert
April 19	Fiesta Hispanica
May 11	Commencement

